

REPORT OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN THE ECONOMICS PROFESSION (CSMGEP) DECEMBER 2024

The Committee on the Status of Minority Groups in the Economics Profession (CSMGEP) was created by the American Economic Association (AEA) more than 50 years ago¹ in response to concerns about the underrepresentation of several minority and historically disadvantaged groups in economics and economic policy decisions, despite the fact that these groups comprise a growing proportion of the population and contribute significantly to the economic outcomes of the country. To address this issue, the committee monitors the racial and ethnic diversity of the economics profession and oversees educational, mentoring and internship programs for the advancement of racial/ethnic minority groups in economics.

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

I. Recent Data on Representation in Economics

Degrees Conferred in 2023

Data on degrees conferred were drawn from the Integrated Postsecondary Education Data System (IPEDS) at the National Center for Education Statistics (NCES). Their most recent data on degrees conferred across all U.S. institutions are the preliminary data for academic year 2022-2023. Differences between preliminary and final data have typically been minor. All calculations are our own.

The focus of this report is on degrees awarded to American citizens and permanent residents. Degrees earned by nonresidents are excluded from the analysis.² Degrees awarded to recipients of unknown ethnicity are included in the totals. In 2023, these constituted 4.4% of economics degrees³ conferred to U.S. citizens and permanent residents.

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

² In 2023, Nonresident Aliens constituted a significant proportion of the economics degrees awarded, especially at the master's (58.9%) and doctorate (64.9%) levels. See Appendix Table 1.

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

Table 1 and Appendix Table 1 illustrate the underrepresentation of Black, Hispanic and Native American⁴ students among economics degree recipients. These tables provide an overview of the number of economics degrees awarded in the United States in the academic year 2022-2023, at the bachelor's, master's and doctorate levels. A total of 31,499 economics degrees were conferred to U.S. citizens and permanent residents a decrease of 4.9 percent from the previous year. The majority (91.5%) of economics degrees are awarded at the bachelor's level. White students received the majority of degrees at all levels at 55.5%, followed by Asian students who received 16.9% of degrees. Despite Black, Hispanic, and Native American students – our focal minority groups — collectively constituting 32.8% of the U.S. population⁵ in 2023, they earned only 18.2% of economics degree across levels. Hispanic students earned the great majority of those degrees, a total of 13.2%, followed by Black (4.9%) and then Native American students (0.15%). Looking at representation across degree levels, these underrepresented minority groups (or URMs) were awarded 18.4% of the bachelor's in economics degrees, 18.4% of the master's, and 9.9% of the doctorates.

Table 2 demonstrates that focal minorities are also underrepresented in STEM disciplines. Notably however, they are better represented in STEM disciplines than in economics. URMs earn 21.7% of STEM degrees compared to 18.2% of economics degrees.⁶ Moreover, each of the three groups makes up a larger fraction of STEM graduates compared to economics graduates. Hispanic students earned 14.4% of STEM degrees compared to 13.2% of economics degrees. For Black students the figures are 7.0% compared to 4.9%, and for Native Americans 0.30% and 0.15%. Together, Tables 1 and 2 demonstrate not only the underrepresentation of Black, Hispanic, and Native American students among economics degree recipients, but further indicate that at least some causes of this underrepresentation, rather than being global to quantitative fields, are unique to economics.

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

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

⁵ Authors’ calculations using U.S. Census Bureau’s Population Division (2022-2023) data.

⁶ We classify as STEM fields those listed as such by the Department of Homeland Security. See <https://www.ice.gov/doclib/sevis/pdf/stemList2024.pdf>.

Table 1: Degrees Awarded in Economics in the Academic Year 2022-2023

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Alaskan Native		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	35,886	28,827	44	0.15%	1,414	4.91%	3,836	13.31%	5,294	18.36%
MA	5,317	2,186	2	0.09%	128	5.86%	272	12.44%	402	18.39%
PhD	1,385	486	1	0.21%	14	2.88%	33	6.79%	48	9.88%
All	42,588	31,499	47	0.15%	1,556	4.94%	4,141	13.15%	5,744	18.24%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2023, Completions.

Table 2: Degrees Awarded to Minority Students in Science, Technology, Engineering and Math (STEM) Subjects in 2022-2023

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Alaskan Native		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	575,361	529,305	1,610	0.30%	35,903	6.78%	81,328	15.37%	118,841	22.45%
MA	272,243	152,771	421	0.28%	12,519	8.19%	17,971	11.76%	30,911	20.23%
PhD	38,937	22,072	62	0.28%	1,086	4.92%	1,966	8.91%	3,114	14.11%
All	886,541	704,148	2,093	0.30%	49,508	7.03%	101,265	14.38%	152,866	21.71%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2023, Completions.

Intersection of Gender and Race/Ethnicity

Black, Hispanic, and Native American women exist in the intersection of two underrepresented groups and thus may be particularly underrepresented at all levels of economic education. In 2023, URM women received 6.2% of all economics degrees conferred to people of all gender, racial and ethnic groups, while constituting 16.6% of the U.S. population in 2023.⁷ Table 3 shows total economics degrees earned by URM women in levels and as a fraction of degrees awarded to women of all races. URM women's representation rate among women recipients of economics degrees is higher at the bachelor's and master's levels, 19% and 19.5%, than at the doctorate level (9.1%).

Among focal (Black, Hispanic, Native American) minorities who received economics degrees, 33.9% were women. This is slightly lower than the all-races female rate of 35.4% of all economics degree earners. Women earned 33.7% of the bachelor's, 37.3 % of the master's, and 29.2 % of the PhDs earned by focal minorities.

Looking at each racial/ethnic group individually, Hispanic women earned 4.3% of all economics degrees awarded to U.S. citizens. They earned 13.1% of degrees awarded to women (13.3% of bachelor's, 12.2% of master's, and only 6.5% of PhDs) and 32.6% of all degrees to Hispanic individuals (32.5% of bachelor's, 34.6% of master's, and 30.3% of PhDs).

Black women earned 1.4% of all economics degrees and 5.6% of economics degrees awarded to women (5.6% of bachelor's, 7% of master's and 2.6% of PhDs) and obtained 37.4% of all degrees to Black Americans (37.1% of bachelor's, 42.1% of master's and 28.6% of PhDs).

Native American women comprised 34% of Native American economics degree recipients in 2023. Sixteen Native American women received economics degrees in 2023, 14 at the bachelor's level and 2 at the master's level.

Similar to all focal minorities, URM women are more represented in STEM subjects than in economics, across all degrees and across all ethnic/racial groups. See Table 4 for total STEM degrees earned by URM women in levels and as a fraction of degrees awarded to women of all races. URM women earned 10.3% of all STEM degrees, 23.5% of all STEM degrees conferred to women and 47.3% of all STEM degrees awarded to underrepresented persons, with Hispanic, Black, and Native American women comprising 45.8%, 50.6%, and 45.9% of degree recipients among their respective ethnic/racial groups. These values were above the representation of women overall in STEM degree conferrals (43.8%).

Nonetheless, Black, Hispanic, and Native American women were underrepresented in both economics and STEM. It is notable that these groups are not underrepresented among all subject degree recipients. Minority women constituted 17.3% of all subject degree recipients and 64.8% of the minority degree recipient population.⁸ These figures highlight two concerns: 1) Lower educational attainment amongst men of color. 2) The over-representation of women in higher education makes the limited number of minority women in STEM, and particularly in economics, more troubling.

⁷ Authors' calculations using U.S. Census Bureau's Population Division (2022-2023) data. Black, Hispanic, and Native American men earned 11.7% of all economics degrees, while representing 16.1% of the US population. <https://www2.census.gov/programs-surveys/popest/tables/2020-2023/national/asrh/nc-est2023-sr11h.xlsx>

⁸ Tabulated calculations using 2023 IPEDS completions survey data.

Table 3: Degrees Awarded in Economics in the Academic Year 2022-2023 to Minority Women

Award Level	Grand Total of Women	U.S. Citizen and Permanent Resident Women Total	American Indian or Alaskan Native Women		Black / African American Women		Hispanic or Latino Women		All Minority Women	
			Total	%	Total	%	Total	%	Total	%
BA	12,366	9,355	14	0.15%	525	5.61%	1,245	13.31%	1,784	19.07%
MA	2,232	769	2	0.26%	54	7.02%	94	12.22%	150	19.51%
PhD	492	154	0	0.00%	4	2.60%	10	6.49%	14	9.09%
All	15,090	10,278	16	0.16%	583	5.67%	1,349	13.13%	1,948	18.95%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2023, Completions.

Table 4: Degrees Awarded to Minority Women in Science, Technology, Engineering and Math (STEM) Subjects in 2022-2023

Award Level	Grand Total of Women	U.S. Citizen and Permanent Resident Women Total	American Indian or Alaskan Native Women		Black / African American Women		Hispanic or Latino Women		All Minority Women	
			Total	%	Total	%	Total	%	Total	%
BA	247,972	229,976	712	0.31%	17,960	7.81%	37,276	16.21%	55,948	24.33%
MA	115,568	68,406	212	0.31%	6,532	9.55%	8,205	11.99%	14,949	21.85%
PhD	15,353	9,771	36	0.37%	543	5.56%	883	9.04%	1,462	14.96%
All	378,893	308,153	960	0.31%	25,035	8.12%	46,364	15.05%	72,359	23.48%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2023, Completions.

Trends in Degrees Conferred 1995-2023

Having shown the current levels of underrepresentation, we now demonstrate how racial/ethnic representation has changed over time. Collectively, the three focal groups have seen their representation in the general population, undergraduate and graduate programs, STEM fields and economics increase between 1995 and 2023.⁹

The share of degrees among racial minorities in all subjects increased from 13.1% in 1995 to 26.8% in 2023, in STEM fields from 11.2%¹⁰ in 1995 to 21.7% in 2023, and in economics from 11.6% in 1995 to 18.2% in 2023. (The number of degrees awarded has also increased over this time. See Appendix Tables 2-5 for the number and percentages of economics degrees by year by student race/ethnicity and for all subjects' degrees by year for URM students).

The increase in URM degree representation across time is driven by Hispanic degree recipients and follows the trend of Hispanic people's increasing share of the US population. The same increase is not seen for our other focal minority groups. Both Black Americans and Native Americans have seen their share of economics degrees decrease from 1995 to 2023.

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

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

¹⁰ Untabled calculation using the IPEDS data.

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

¹² Racial population percentages are taken from U.S. Census, Population Division's estimates for the years 1995-2023.

<https://www.census.gov/data/datasets/time-series/demo/popest/intercensal-1990-2000-state-and-county-characteristics.html>

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

<https://www.census.gov/programs-surveys/popest/technical-documentation/research/evaluation-estimates/2020-evaluation-estimates/2010s-national-detail.html>

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

It is difficult to compare IPEDS data on Native Americans before and after 2010 because of a change to the racial categorization¹³ (see Figure 1 notes). Yet, Figure 1 shows that in recent years Native American representation in economics, STEM fields and all subjects has decreased while population figures have remained steady, with representation in economics decreasing more sharply since 2009 than representation in STEM and all subjects. These percentages, while suggestive of a broader problem of access to postsecondary education for Native American students, points to a particularly acute concern for Native American attainment of degrees in economics.

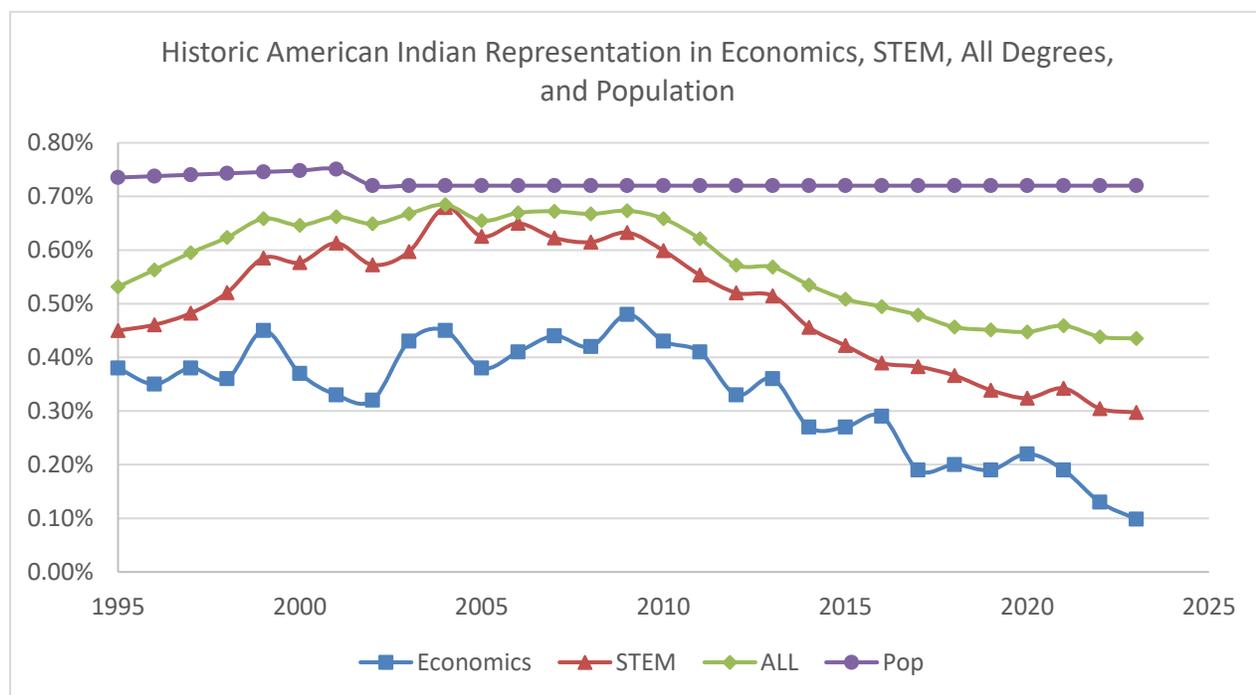


Figure 1: Changes in Representation of American Indians/Alaskan Natives

This figure shows the percentage of the American Indian population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to American Indian students from 1995 to 2023.

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

Sources: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2023, Completions; U.S. Census Bureau, Population Division, 1995-2023.

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

Black representation in economics has decreased since 1995 as shown in Figure 2, going from 6.4% in 1995 to 4.9% in 2023. During the same time the share of STEM degrees earned by Black students has increased from 5.8% to 7.0% and the Black share of all subject degrees conferred has increased from 7.2% to over 10%, while the Black population share has increased only slightly. Collectively, these trends provide evidence of barriers to Black degree reciprocity unique to economics.

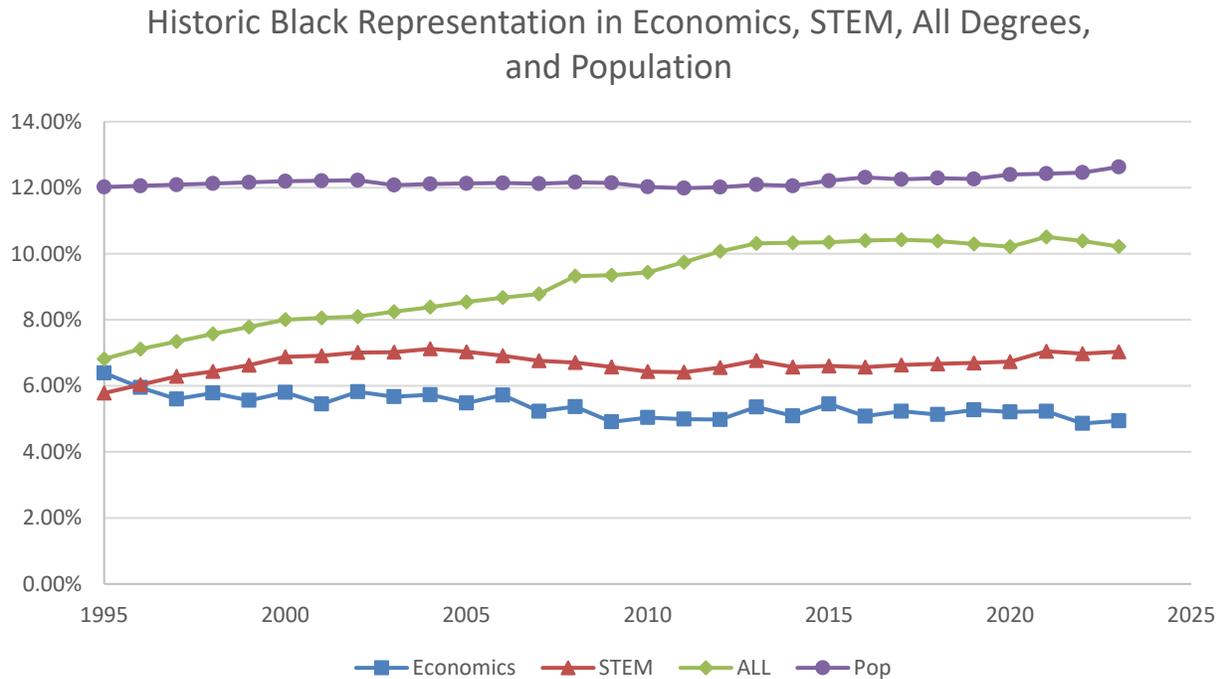


Figure 2: Changes in Representation of Blacks/African Americans

This figure shows the percentage of the Black/African American population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Black/African American students from 1995 to 2023.

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

Sources: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2023, Completions; U.S. Census Bureau, Population Division, 1995-2023.

Hispanic representation in economics has experienced the highest levels of growth out of all three groups, more than doubling from 4.9% to 13.1% between 1995 and 2023, as shown in Figure 3. The growth in representation in economics is right on the heels of representation in STEM (5.0% to 14.4%) and all degrees (5.4% to 16.1%) outpacing the population gains as Hispanics grew from 10.6% to 19.5% of the population during this period.

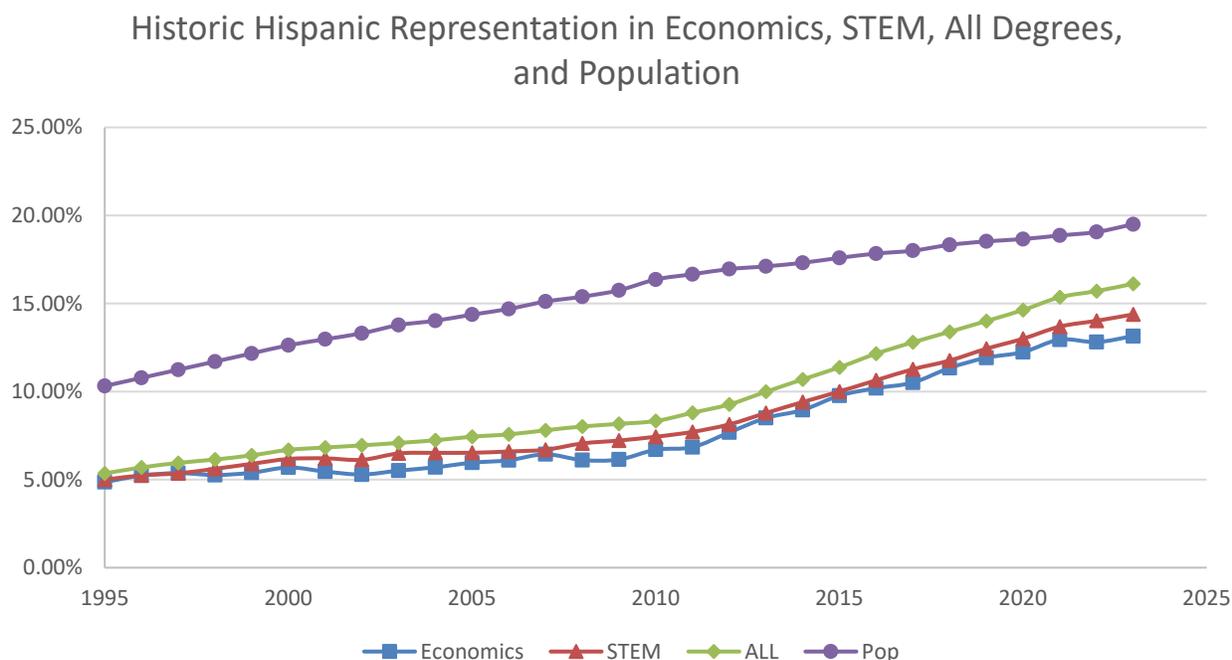


Figure 3: Changes in Representation of Hispanics/Latinx

This figure shows the percentage of the Hispanic population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Hispanic students from 1995 to 2023.

Sources: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1995-2023, Completions; U.S. Census Bureau, Population Division, 1995-2023.

Figures 1 through 3 demonstrate that there is much work to be done regarding the representation of minority groups in higher education and in economics in particular. While the number and proportion of economics degrees earned by Hispanic individuals is on the increase, in 2023 both the number and proportion of Native American degree earners was among the lowest since 1995. Black students have also seen declines since 1995. For all three groups, but especially Black and Native American students, their share of economics degrees consistently lags their share of STEM and all subject degrees.

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

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

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

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

¹⁵ Carrell, S. E., Page, M. E., & West, J. E. (2010). Sex and science: How professor gender perpetuates the gender gap. *The Quarterly Journal of Economics*, 125(3), 1101-1144; Hale, G., & Regev, T. (2014). Gender ratios at top PhD programs in economics. *Economics of Education Review*, 41, 55-70; Fairlie, R. W., Hoffmann, F., & Oreopoulos, P. (2014). A community college instructor like me: Race and ethnicity interactions in the classroom. *American Economic Review*, 104(8), 2567-91; Kofoed, M. S. & McGovney, E. (2019). The effect of same-gender or same-race role models on occupation choice evidence from randomly assigned mentors at west point. *Journal of Human Resources*, 54(2), 430-467; Porter, C., & Serra, D. (2020). Gender differences in the choice of major: The importance of female role models. *American Economic Journal: Applied Economics*, 12 (3): 226-54.

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

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

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

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

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

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

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

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

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

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

Minority Representation in Economics Faculty

We turn from measuring representation in economics at the student level to measuring representation among the faculty in Table 5. The tabulations come from the American Economic Association, using data from its 2023-24 annual survey, the Universal Academic Questionnaire (UAQ).²³

We note that these data must be interpreted with caution for at least four reasons. First, the response rate to the survey is low—265 of 876 or 30.2% of surveys were returned. As such, the data may not be representative, particularly if departments with greater (or fewer) numbers of minority faculty are more likely to respond. Second, it is impossible to compare the student representation in Tables 1-4 with the racial/ethnic representation among economics faculty in Table 5 because the sample of schools used in the faculty survey is not representative. Third, one cannot make comparisons across time within these data as the sample of schools changes from year to year. Fourth, even within the same school, an individual's underrepresented minority status may change over time due to a change in citizenship status.

Thus, although the fraction of underrepresented minority faculty reported has increased this year over last, we cannot meaningfully interpret this increase. The change could be indicative of larger trends in the economics profession or rather may be symptomatic of a changing composition of universities responding to the UAQ survey.

Amongst institutions included in the survey, Black and Hispanic tenured and tenure track faculty account for 5.9% of full professors, 8.5% of associate professors, and 12.3% of assistant professors. These values lag the 23% share of economics degrees going to Black and Hispanic students. Black and Hispanic representation is higher among non-tenured track lines; 8.4% of teaching focus faculty, 5.8% of research faculty, and 16.4% of other non-tenure track faculty.

The percentage of Black and Hispanic faculty vary by institution type (see Table 5). PhD granting departments report that 22.1 percent of their assistant professors and instructors are Black or Hispanic in comparison to 3.6% in Masters granting institutions, and 13.6% of Bachelors granting institutions. Minority representation overall is higher in less prestigious part-time positions constituting 14.3% of the faculty particularly in teaching positions.

The UAQ survey did perform a matched dataset analysis over a 10 year period to gauge how minority representation has changed. Across the board, we see increases in the share of minority faculty by rank and type of institution. The largest increase is among Bachelor granting institutions with a 7.8 percentage point increase. PhD granting institutions are found to increase the percentage of minority Associate professors by 4.3 percentage points and Full professors by 4.2 percentage points as seen in Figure 4.

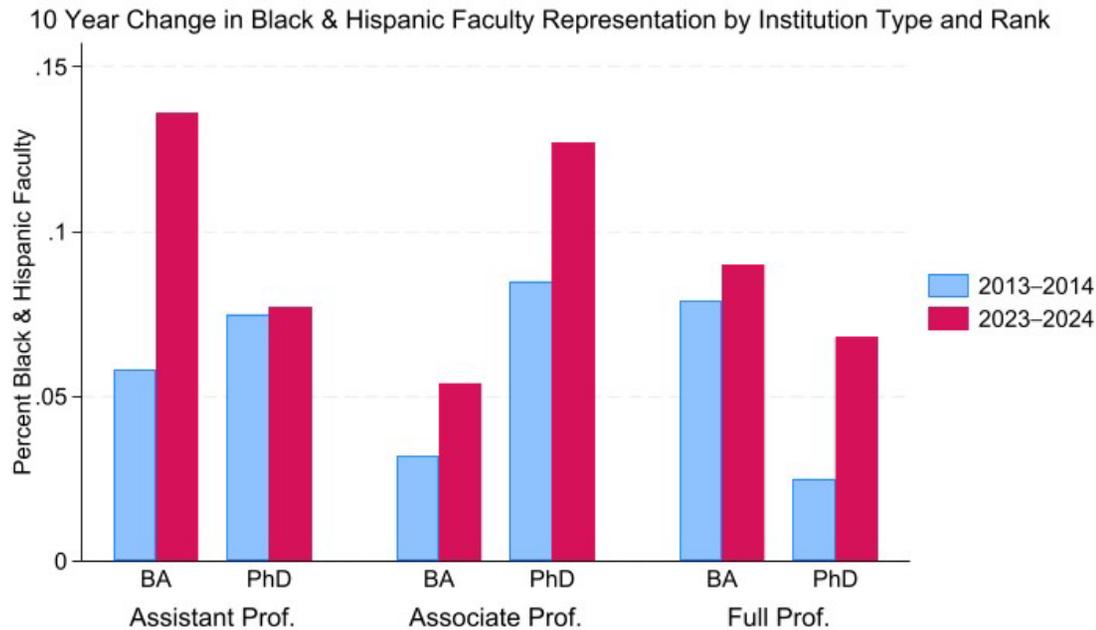
The data confirm that racial and ethnic diversity is still lacking in the economics profession and highlights the need for continued efforts to train, recruit, and retain underrepresented students and faculty.

²³ The tabulations are based on the 265 institutions that responded to the survey. The data analyzed include ethnic representation for U.S. citizens and permanent residents only. The provided data only included the combination of Black and Hispanic Faculty due to small sample size. Faculty on leave during the 2023-2024 academic year are included, but visiting appointments are not. A person who is full-time at the institution but only part-time in the economics department is considered full-time. Non-response to ethnic identity of staff is shown as zero in these data and cannot be distinguished from actual zeros in representation.

Table 5: Representation of Blacks and Hispanics in Economic Faculty in the Academic Year 2023-2024

	Full Time							Part Time			
	Tenure and Tenured Track				Non-Tenured Track			Tenured or Tenured Track	Non-Tenured Track		
	Full Prof.	Associate Prof.	Assistant Prof.	Instructors	Teaching Focused	Research Focused	Other		Teaching Focused	Research Focused	Other
BA	5.4%	9.0%	13.6%	0.0%	7.9%	0.0%	16.7%	7.7%	12.2%	0.0%	0.0%
MA	5.1%	9.0%	3.6%	0.0%	7.1%	0.0%	0.0%	14.3%	18.2%	0.0%	0.0%
PhD	6.8%	7.7%	12.7%	9.4%	9.4%	15.6%	20.0%	0.0%	16.3%	0.0%	0.0%
Total	5.9%	8.5%	12.3%	3.5%	8.4%	5.8%	16.4%	5.5%	14.3%	0.0%	0.0%

Source: Tabulations from the American Economic Association based on their Universal Academic Questionnaire, 2023-24.

**Figure 4: 10-year change in Black and Hispanic Representation**

This figure shows the percentage of Black and Hispanic Faculty representation in economics departments by institution type and rank.

Note: BA indicates a non-PhD granting higher education institution. PhD indicates a PhD granting university.

Source: Distribution of Faculty over Ten Years for a Matched Sample, the American Economic Association based on their Universal Academic Questionnaire, 2023-24.

II. CSMGEP's Major Programs

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

Summer Training and Scholarship Program

The AEA Summer Training and Scholarship Program (AEASP) focuses on students who could diversify the economics profession. The twin goals of the program include: 1) attracting students to the economics profession and 2) preparing students for entry into PhD programs in economics. The program is currently hosted by Howard University. Of the 105 persons who completed the application, 40 students were accepted and enrolled in the program in the summer of 2023. Thirty-nine students successfully completed the eight-week program. The 40 admitted students come from colleges across the United States. They include six college graduates, 13 seniors, 20 juniors, and one sophomore. Fourteen of the students identify as Black, 11 as Hispanic, two as American Indian or Alaskan Native, 8 as Asian or Pacific Islander and 5 as White. (Students could select multiple ethnic/racial identities.) Seventeen students identify as women and 23 as men.

Students who can demonstrate that their presence in the profession would diversify economics are given preference for scholarship assistance. In summer 2024, all attendees received fellowships which covered tuition, health insurance, books, and a stipend.

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

The Summer Program is a two-tiered eight-week program with a foundation and an advanced track. Eighteen students followed the foundations track and 22 students followed the advanced track. All students took coursework in math, microeconomics, econometrics and research methods. Foundations students were paired with one of 15 policy institutions for their research component. Leadership worked to increase the number of institutions (from 13 last year) to increase match quality. The number of meetings between scholars and the instructor were increased as well to better help students stay on track.

Advanced students wrote a paper in a more traditional research methods course, taught by employees of the Federal Reserve Board. See the table below for paper topics and experiential learning partners (in the case of foundation students). Both groups of students had multiple opportunities to present their research, including brief presentations of preliminary results at the Pipeline Conference.

AEASP Student Research
Foundation Level

STUDENTS	PROJECT TITLE	PARTNER
Theo Burden	Analyzing the Overlap of Bank Branches and Air Quality in New York	Federal Deposit Insurance Corporation
Meghan Carpenter	Racial Disparities in Mortgage Loan Denials: Comparing Large and Small Lenders' Practices	Consumer Financial Protection Bureau
Alejandro De La Torre	Case Study: The Impact of Horizontal Mergers on Medicare Spending on Generics	Analysis Group
Sophia Fiallo		U.S. Bureau of Labor Statistics
Justin Fields	Ohio v. American Express Co. Literature Review: Implications and Alternative Solutions	Charles River Associates
Tyrone Finch	National Accounts: Recording Data as an Asset	U.S. Bureau of Economic Analysis
Lily Johnson	Estimating Budgetary Effects	Congressional Budget Office
Amara Jones-Myers	Geographic Variation in Male and Female Same-Sex Couples	U.S. Census Bureau
Haley Locke		Compass Lexecon
Nasida Meher	Income Inequality	Office of the Comptroller of the Currency
Alejandro Ouslan		U.S. Census Bureau
Chiara Pilato	Bank Presence, Deposits & Climate Vulnerability	Federal Deposit Insurance Corporation
Devyn Rascoe	Analyzing Workforce Demographics in Federally Funded Sectors: Impacts on Racial Disparities and Policy Solutions in the South	Economic Policy Institute
Brian Roper-Nelson	Financial Plumbing Crises: Triggers, Impacts, and Resolution	Department of the Treasury
Qawi Rucker		Washington Center for Equitable Growth
Kevin Ruiz	National Accounts: Recording Data as an Asset	U.S. Bureau of Economic Analysis
Jimmy Sieja	Investigating the Effects of COVID on Labor Market Dynamics	Bates White
Kevin Vega	Efficiency vs. Validity? The Role of A.I. in Economic Research	Cornerstone Research

Advanced Level

STUDENTS	PROJECT TITLE
Bontu Ankit Patro & Minsoo Park	Regional Financing Agreements and Currency Swaps: Impact on Investors' Confidence
Janae Darby & Abigail Sanchez	Examining Short-Run and Long-Run Impacts of Temporary Status
Javohn Dyer-Smith & Emma Leonard	Implications of Monetary Policy Shocks on Inflation Expectations and Behavioral Reactions in Varying Sectors
Rithika Iyengar & Mason Thieu	Investigating the Effect of Socioeconomic Status and Caste on Dowry Burden in Rural India
Julianna Kinser & Edgar Aguirre	Determinants of Microeconomic Sentiments of American Households: Survey of Household and Economic Decision Making (SHED) (2013-2023)
Andrew Lugo & Clifford McEachin	Weather Fluctuations and Criminality
Giovanny Martinez Rodriguez & Awa Gaye	The Impact of Employment Shocks on Gender Wage Gap : Evidence from the COVID-19 Pandemic
Noah Moudarres & Camden Jones	Tax Cuts: An In-Depth Analysis on the Impact of Increased Charitable Deductions on Total Charitable Contributions in the United States
Emily Nguyen & Erica Gonzales	The Impact of the FMLA on Single-Parent Household Income
Wilbens Siguineau & Jon Zhao	Examining the Impact of Educational Attainment on Income Across the United States
Gabriel Solis & Seth Dowden	Labor Market Signaling through Open Source: How GitHub Contributions Influence Labor Outcomes

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

Brown Bag Series

ORGANIZATION	TOPIC
Bates White	Economic analysis for litigation: two case studies
Cornerstone	Case Overview & Q+A
Federal Reserve Board	The Federal Reserve Board Career Fair
The National Association of Business Economics	Charting Your Career in Business Economics
Federal Deposit Insurance Corporation (FDIC)	FDIC Careers
Amazon	Life as an Amazon economist
Analysis Group	Interactive Case Presentation
Council of Economic Advisors	Council of Economic Advisors

Seminar Series

SPEAKER	ORGANIZATION
Dr. Jevay Grooms	Howard University
Dr. Julianne Malveaux	Bennett College
Dr. Kyle Moore	Economic Policy Institute
Dr. Susan Collins	Federal Reserve Bank of Boston
Rebecca Widiss & Latika Gupta	Federal Energy Regulatory Commission
Dr. Hilary Hoynes	University of California at Berkley
Dr. Sandile Hlatshwayo	International Monetary Fund

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

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

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

AEASP Search for New Host School

Howard University is the current host of the AEASP. The last summer that Howard is schedule to host the program is the summer of 2025. Preliminary proposals to become the next host were solicited from January 2024 through August 2024. From the preliminary proposals that were submitted, two universities were invited to submit a final proposal (due Dec. 2, 2024). The next host is scheduled to be selected by April 2025.

Mentoring Program

The AEA Mentoring Program pairs minority doctoral students and recent graduates (within the past three years) with academic mentors in their field and facilitates networking between students at all stages and minority economists (both inside and outside of academia). Established in the mid-1990s (as the Pipeline Mentoring Program), to address the underrepresentation of racial/ethnic minority groups among those entering and completing doctoral degree programs in economics, the program is the recipient of the 2023 American Society of Hispanic Economists Institutional Service Award.

Francisca Antman, Associate Professor of Economics, University of Colorado at Boulder and Trevon Logan, Professor of Economics and Associate Dean, College of Arts and Sciences, The Ohio State University served as co-directors through July 15, 2024. The new co-directors of the AEA Mentoring Program are Dr. Fenaba Addo, Associate Professor of Public Policy at the University of North Carolina at Chapel Hill, and Dr. Fernando Lozano, Morris B. and Gladys S. Pendleton Professor of Economics and Chair of Economics at Pomona College.

Students must complete a formal online application to be admitted to the mentoring program. Participation is limited to three years with the possibility of renewal, conditional on an active relationship with a mentor. As of summer 2024, there were 77 mentees, down from 87 the previous fall, but up from 60-65 before current leadership took over. The 77 hailed from 66 universities from across the country. Further, 37.7 percent are alumnus of the AEA summer program, which demonstrates continuity in the AEA programming support.

At least 10 students in the AEA Mentoring Program completed the requirements for their PhDs in economics in 2023, compared to nine the previous year. The 10 students, their schools, dissertation topics and new positions are as follows:

- **George Agyeah** (University of Arkansas) “Exploring Diversity and Performance Dynamics.” Graduated Spring 2024.
- **April Burrage** (University of Massachusetts Amherst) “Three Essays on Innovation Policy and Inequality.” Graduated Spring 2024.
- **Romaine A. Campbell** (Harvard University) “Essays in Labor Economics.” Graduated Spring 2024.
- **Bethel Cole-Smith** (Howard University) “National shocks, local programs, neighborhood effects: Three essays on Labor and Urban economics.” Graduated Spring 2024.
- **Theresa Henry** (University of Washington) “Predicting Formal Financial Account Ownership Using Machine Learning: A Development Perspective.” Graduated Summer 2024.
- **Felipe Juan** (Howard University) “Essays on Unemployment Insurance.” Graduated Spring 2024.
- **Michael Navarrete** (University of Maryland) “Essays on the Macroeconomic and Measurement Consequences of Government Systems.” Graduated Fall 2024.

- **Romeo Eric Neuyou Nana** (University of Arkansas) “Supply Chains Shocks, Network Linkages, and Economic Outcomes.” Graduated Spring 2024.
- **Chika Okafor** (Harvard University) “Seeds of Societal Progress: Essays on Economic Inequality, Criminal Justice, and Climate Change.” Graduated Spring 2024.
- **Cesia Sanchez.** (University of California, Berkeley) “Essays in Demography, Retirement, and Labor Economics.” Graduated Spring 2024.

Research Travel

The mentoring program provides mentees access to funds for research-related travel. The AEAMP supported travel and registration costs for 14 Mentees to participate in the 2023 ASSA conference. Funded mentees were required to participate in the following slate of activities: (1) Meet with their mentor or other senior-level economists to discuss research for at least two hours; (2) Participate in the Joint CSMGEP/National Economic Association (NEA)/American Society of Hispanic Economists (ASHE) Reception; (3) Attend the CSMGEP Dissertation Session; and (4) Attend any three additional sessions sponsored by CSMGEP, the NEA, or ASHE.

In 2024 the mentoring program funded 12 mentees to travel to give research presentations at major conferences.

Western Economic Association International

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

- **Romaine Anthony Campbell**, Harvard University. “What Does Federal Oversight Do to Policing and Public Safety? Evidence from Seattle.”
- **Ariel Gomez**, Northeastern University. “Burnout and Productivity in the Chicago Police Department.”
- **Cesia Sanchez**, University of California, Berkeley. “Driven by Unemployment? The Effect of Early Economic Conditions on Young Adults' Transition into Adulthood.”
- **Ami Adjoh-Baliki**, Howard University. “The Effect of Intimate Partner Violence (IPV) on the Mental Health of Children in IPV Households: Evidence from Ghana.”
- **Seyni Da**, American University. “Foreign Direct Investment and Economic Growth in Emerging Markets and Developing Economies: Exploring the Role of Absorptive Capacities.”
- **Michael Navarrete**, University of Maryland. “Geospatial Heterogeneity in Inflation: A Market Concentration.”

The following students served as discussants:

- Ariel Gomez, Northeastern University
- Romaine Campbell, Harvard University
- Cesia Sanchez, University of California, Berkeley

Southern Economic Association

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

- **Deigo Briones**, University of Virginia. “*A Fresh Start for Borrowers? Impacts of Loan Rehabilitation for Defaulted Federal Student Borrowers.*”
- **Monique Davis**, University of Minnesota-Twin Cities. “*The Impact of School Resource Officer Selection and Training on Racial Disparities in Exclusion.*”
- **Elena Ojeda**, University of California, Berkeley. “*Left Behind: The Bracero Program and Mexican Women.*”
- **Eddie Gray**, Howard University. “*Likelihood of Household-level Investment in Non-public Equity.*”
- **Jose Rojas-Fallas**, University of Oregon. “*Does the Global South Import Ideology Shifts? Evidence from Costa Rica and CAFTA-DR.*”

Other Funded Research-Related Travel

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

NBER Sponsored Travel

The National Bureau of Economic Research (NBER) supported the travel expenses and participation of the following **five mentees to attend the 2024 NBER Summer Institute Meetings**:

- **Robert Baluja** (University of Arizona)
- **Seyni Da** (American University)
- **Blanca Garcia** (University of California San Diego)
- **Michael Meneses** (Cornell University)
- **Micah Villarreal** (University of California Santa Barbara)

The NBER supported the travel expenses and participation of the following **six mentees to attend the NBER Conference on Racial and Health Disparities** in May 2024:

- **Precious Fasakin** (University of California San Diego)
- **Blanca Garcia** (University of California San Diego)
- **Katherine Gutierrez** (University of New Mexico)
- **Aja Kennedy** (Tufts University)
- **Steve Ramos** (University of California Berkeley)
- **Andrea Cristina Ruiz** (Vanderbilt University)

Summer Mentoring Pipeline Conference

One of the signature activities of the mentoring program is the Summer Mentoring Pipeline Conference (SMPC) which brings together mentoring program participants, their mentors, other academics, and the students attending the Summer Training and Scholarship Program. The conference helps mentees build networks and begin a sense of belonging to a wider community beyond their home institution. The 2024 AEA SMPC was held at the Washington Plaza Hotel in Washington, D.C. (to co-locate with the Summer Training and Scholarship Program). Approximately 156 people were in attendance. The event was marked by the 50th anniversary of the summer program, which was celebrated at the summer mentoring pipeline conference

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

- **Ami Adjoh-Baliki**, Howard University, “The Effect of Intimate Partner Violence (IPV) on the Mental Health of Children in IPV Households: Evidence from Ghana”
- **Arkey Barnett**, University of Michigan, "Something Works in U.S. Jails: Misconduct and Recidivism Effects of the IGNITE Program"
- **Diego Briones**, University of Virginia, "A Fresh Start for Borrowers? Impacts of Loan Rehabilitation for Defaulted Federal Student Borrowers"
- **David Criss**, Wayne State University, "An Assessment of the Impacts of Corporate Social Responsibility"
- **Andrea Cristina Ruiz**, Vanderbilt University, “Estimating Inequality in Access to Mobility through an Analysis of Ridership Behavior in New York City”
- **Seyni Da**, American University, "Foreign Direct Investment and Economic Growth: Exploring the Role of Absorptive Capacities"
- **Monique Davis**, University of Minnesota – Twin Cities, "The Impact of School Resource Officer Selection and Training on Racial Disparities in Exclusion"
- **Lavar Edmonds**, Stanford University, “The Long-Run Effects of (Black) School Closures After Desegregation”
- **Anderson Frailey**, University of Virginia, "Policy and Technology Shocks in the Market for Stolen Data"
- **Roxana Gonzalez-Cortes**, University of South Carolina, “The Efficacy of Local Flavored ENDS Bans”
- **Kassandra Hernandez**, University of California, Berkeley, "Worker-led Lawsuits: The Effects of California's Private Attorney Generals Act"
- **Michael Meneses**, Cornell University, "Organic Farming Transitions: A Dynamic Bioeconomic Model"
- **Bezankeng Njinju**, University of Wisconsin, Madison, "Returners of the Great Migration"
- **Jose Rojas-Fallas**, University of Oregon, “Does the Global South Import Ideology Shifts? Evidence from Costa Rica and CAFTA-DR”
- **Cesia Sanchez**, University of California, Berkeley, "Early Economic Distress and its Effect on Workers' Occupational Characteristics"
- **Ini Umosen**, University of California, Berkeley, "Student and Parent Preferences for Tutors: The Outsized Role of Gender"
- **Helen Vasquez Ramos**, University of Wisconsin, Madison, "Blood and Organs: Altruistic Motivations for Donating Life"
- **Micah Villarreal**, University of California, Santa Barbara, “Black Gold: The Effect of Wealth on the Descendants of the Enslaved”

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

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

Dr. Cecilia Elena Rouse, president of the Brookings Institute and the Katzman-Ernst Professor in Economics and Education and Professor of Economics and Public Affairs, Princeton University, delivered the conference's 2024 Lewis-Oaxaca lecture. Dr. Rouse previously served three times for the Council of Economic Advisers including being the first Black American to fill the role as chair of this committee.

The 2024 Impactful Mentor Award was delivered to Dr. Jesse Rothstein (Carmel P. Friesen Chair in Public Policy and Professor of Economics, University of California, Berkeley). Begun in 2018, the Mentoring Program's Impactful Mentor Award recognizes and celebrates individuals who have played instrumental roles in mentoring traditionally underrepresented minorities in economics and diversifying the profession with respect to race/ethnicity. Rothstein was honored for his many years of mentoring underrepresented minority students both formally, including in the Mentoring Program, and informally.

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

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

Planning is already underway for the 2025 SMPC, which is scheduled to take place in Washington, D.C. from June 26 – 28.

Virtual Job Market Bootcamp

A total of 14 job market candidates and three coaches, Sarah Jacobson (Williams College), Randall Akee (University of California, Los Vegas), and Melanie Khamis (Wesleyan University), participated in the 2024 Virtual Job Market Bootcamp (JMB). Four additional mentees audited the JMB, meaning they had access to the large group activities but were not assigned to a mentoring group. Created in 2018, the Job Market Bootcamp is designed to help prepare candidates for the economics PhD job market and increase their chances of securing positions best suited to their interests, training, and professional and personal goals. The five sessions covered the job market paper, preparing job market packets, interviewing strategies, and seminars. Break-out sessions allowed mentors to provide more specific feedback on candidates' job market papers, elevator pitches, CVs, and research/teaching statements. The JMB also provided participants with sessions with a speech coach and the services of a professional editor.

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

Summer Fellows Program

The Summer Fellows Program, a joint CSMGEP/CSWEP initiative, aims to increase the participation and advancement of women and underrepresented minorities in economics by providing graduate students and early career faculty with placements at sponsoring research organizations or public agencies. Dan Newlon stepped down as the program's director at the end of 2023. Kristen Broady from the Federal Reserve Bank of Chicago was appointed the new director of the Summer Fellows Program.

The program rebounded from the disappointing summer 2022 in which no URM persons were hired to 12 URM candidates hired in summer 2023 and 5 hired in summer 2024. Twenty-two fellows were hired from a total of 240 applications, eclipsing the 220 applications from the previous year, which is the most applications in a year in program history. The Summer Fellows Program has become more competitive over the last few years. The match rate for all applicants has fallen from 16% in 2021 to 9% in 2024. Of the 29 participating sponsoring institution, 12 were able to match with a fellow (41% match rate)

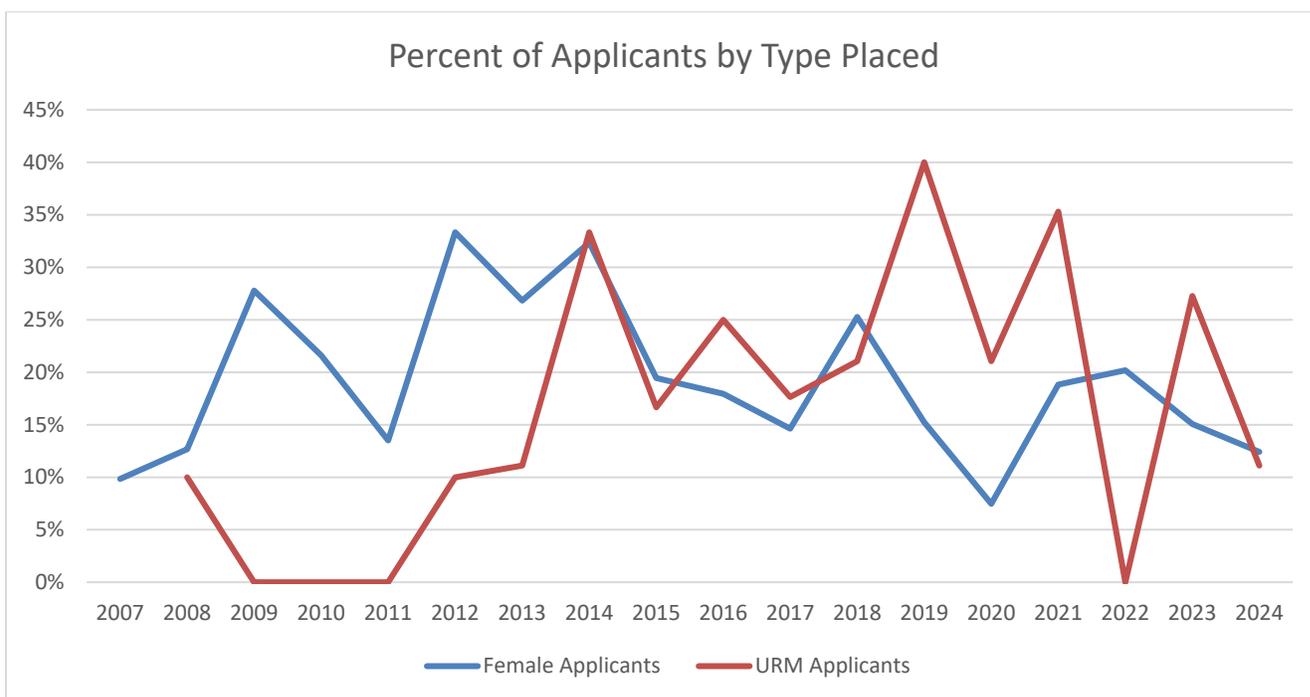


Figure 5: History of Underrepresented Application Match Rate

This figure shows the percentage of underrepresented applicants match rate between 2008 – 2024. The average match rate over this time period is 16% of URM applicants and 19% for female applicants.

Due to the increased demand, program administration restricted each applicant to participating in the fellowship with only one organization and only once in a career. Program leadership also strives to increase opportunity by continually recruiting new institutions to potentially hire participants. The committee also made a concerted effort to increase total applications and URM hires by advertising through additional channels. Submitted applications are typically reviewed by a joint CSWEP/CSMGEP committee that recommends candidates to participating institutions. However, institutions are free to hire any applicant they wish.

Twenty-two fellows were hired for this summer and five of these hires were for underrepresented

minorities. These are excellent results, although not as good as last year's record breaking twenty-eight hires and six minority hires. The number of applications continued to increase from 220 last year to 240 this year, so the success rates fell to low levels – an overall success rate of 9%; a success rate for female applicants of 12%; and a success rate for minority applicants of 11%.

Twelve institutions hired fellows: The Federal Reserve Board (6), FRB-Atlanta (2), FRB-New York (2), FRB-Chicago (2), FRB-Minneapolis (1), FRB-Richmond (2), FRB-Cleveland (2), FRB-Dallas (1), FRB-Philadelphia (1), FRB-St Louis (1), Equitable Growth Foundation (1), and UpJohn Institute (2). One of the fellows was hired by the FRB-Richmond and the FRB-St Louis. The FRB-Richmond asked for and received a waiver from CSWEP and CSMGEP for hiring a fellow already accepted by the FRB-St Louis because their hires spend only two weeks at the FRB-Richmond instead of the usual two-month program.

Seventeen of the fellows hired were recommended by the Program Review Committee, but five were not. Four of these five were female and the other one was a male from an underrepresented minority, so these hires were consistent with the goal of advancing the participation of women and underrepresented minorities in the economics profession. One had already been a fellow in 2023 although new fellows are supposed to NOT have been fellows in the past.

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

III. Recent and Ongoing Activities

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

Awards to Encourage Diversity in the Economics Profession

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

[The AEA Award for Outstanding Achievement in Diversity and Inclusion](#) recognizes departments for excellence in conceiving and implementing new policies and procedures to promote diversity and inclusion in their organization. In 2024 the Center for Advancing Women in Economics (AWE) at the Federal Reserve Bank of Richmond and the Department of Economics at the Spelman College were recognized with this award.

[Departmental Seed Grants for Innovation in Diversity and Inclusion](#) offers one-time grant funding to help a department establish a bridge or mentoring program aimed at increasing diversity in economics doctoral programs. The adjudication committee decided not to award a seed grant this year. However, feedback was provided to the institutions that submitted so that they may make a more competitive submission next year.

[The Andrew Brimmer Undergraduate Essay Prize](#) is awarded to the undergraduate-student author of an essay on the economic well-being of Black Americans. Salma M. Abdi of the University of Minnesota was awarded this prize in 2024 for a piece entitled, "Racist Infrastructure: Impact of the Interstate Highway System on Black Neighborhoods", critiques the 1956 Federal-Aid Highway Act.

[URM Professional Development Grant](#) sponsored by Pearson Education, awards \$2000 each year to the junior economist winner of an essay competition on how the writer's research relates to economics education. The competition is open to junior economics faculty members from groups traditionally underrepresented in the economics profession. Assistant Professor Elaine Tontoh, Austin Peay State University, won the 2024 prize for an essay on how women face a triple day of choices between reproductive, wage, and self-investment to teach scarcity and opportunity cost.

[Underrepresented Minority Travel Grants](#) are awarded to early career economists who identify as American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin) or Pacific Islander who seek funds to defray the cost of travel, lodging and registration for the annual ASSA meetings. Two grants were awarded for travel to the 2025 ASSA meetings.

[Small Group Breakfast Meeting for Underrepresented Minorities](#). Early career economists who identify as American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin) or Pacific Islander are invited to apply for a seat at a networking breakfast at the ASSA meetings that includes prominent member(s) of our field. The goal is to allow URM scholars access to AEA journal editors, executive board members, thought leaders in specific areas of economics, or other economists for the purpose of addressing issues of access to journals, conferences and networks. Four emerging faculty were invited to the breakfast at the 2025 ASSA meetings.

Sponsored Sessions at Conferences

In 2024, CSMGEP once again sponsored sessions on research and professional development at the AEA's national and regional conferences.

The Allied Social Science Associations Conference

CSMGEP organized two sessions for the 2025 AEA meetings. The first, our annual dissertation session was chaired by **Isaiah Andrews**, MIT and **Luisa Blanco**, Pepperdine University. It included the following students and papers:

- **Ami Adjoh-Baliki**, Howard University, "The Effect of Intimate Partner Violence (IPV) on the Mental Health of Children in IPV Households: Evidence from Ghana"
- **Anderson Frailey**, University of Virginia, "Policy Shocks in the Market for Stolen Data"
- **Monique E. Davis**, University of Minnesota, "Black Schools: How Law Enforcement Credentials and Inadequate SRO Training Policies Perpetuate Black-White Gaps in School Exclusion"
- **Ini Umosen**, University of California, Berkeley, "Gender Bias and Labor Market Outcomes: Evidence from an Online Tutor Platform"

CSMGEP organized a second session entitled *Stratification Economics Insights for Racialized Housing Dynamics* chaired by Mary Lopez, Occidental College and Jessica Wolpaw Reyes, Amherst College. It included the following papers:

- "Racial Housing Covenants: The Case of a Southern U.S. City," Jermaine Toney, Rutgers University, **James Kelly**, Rutgers University, **Alex P. Hoffman**, City of El Paso

- “Shattered Metropolis: The Great Migration and the Fragmentation of Political Jurisdictions,” **Tomas Monarrez**, Federal Reserve Bank of Philadelphia, **Jamie McCasland**, University of British Columbia, **David Schonholzer**, Stockholm University, **Everett Stamm**, Boston University
- “Blockbusting and the Challenges Faced by Black Families in Building Wealth through Housing in the Postwar United States,” **Daniel Hartley**, Federal Reserve Bank of Chicago, **Jonathan Rose**, Federal Reserve Bank of Chicago
- “County-Level Correlates of Black Land Dispossession in the 20th Century United States,” **Dania V. Francis**, University of Massachusetts Boston, **Darrick Hamilton**, The New School, **Thomas W. Mitchell**, Boston College, **Nathan Rosenberg**, Harvard University, **Bryce Wilson Stucki**, Independent Researcher

Western Economic Association International Summer Conference

At the 2024 Western Economic Association International (WEAI) Summer Conference, CSMGEP and CSWEP hosted a breakfast networking event. AEAMP co-director Francisca Antman organized the breakfast which took place on Sunday, June 30, from 7:30-8:15AM, directly before the AEAMP at WEAI session. This networking event allowed attendees to learn more about AEAMP, CSMGEP and CSWEP and form connections. Approximately 70 people were in attendance, including several AEAMP mentees and mentors.

Southern Economic Association Conference

At the 2024 Southern Economic Association Conference, CSMGEP hosted one session organized by Mónica García-Pérez, Fayetteville State University entitled “Teaching Effectively to a Diverse Student Audience.” The session included the following papers:

- Gail Hoyt, University of Kentucky, *Pedagogic Strategies for Promoting Inclusion and Community Partnership in the Economics Classroom.*
- Abdullah Al-Bahrani, Northern Kentucky University, *Building Community and Belongingness through Experiential Learning Programs.*
- Jill Caviglia-Harris, Salisbury University, *From Basics to Videos: Effective Teaching Strategies for Diverse Learners.*
- Jadrian Wooten, Virginia Polytechnic Institute and State University, *Making Principles Relevant Again.*
- Tisha Emerson, East Carolina University, *Classroom Experiments and Principles of Economics.*
- Monica Garcia-Perez, Fayetteville State University, *Using Jigsaw Activities to Discuss Contemporary and Controversial Topics.*

Web Materials

Div.E.Q.

Created by CSMGEP member Amanda Bayer in 2011, [Diversifying Economic Quality](#) (Div.E.Q.), is a wiki devoted to teaching practices that promote inclusivity and innovation and are evidence-based. The website features classroom strategies and instructor practices with the objective of improving teaching quality, including minority students, and increasing their chances of remaining for further study, thereby advancing diversity in the profession. The wiki is participatory, offering a means for faculty to share their research and learn from others. Div.E.Q. can be followed via X ([@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 the common excuse for lack of effort toward increased representation at economics seminars, conferences, and panels – that there are no underrepresented minority economists in particular subfields of economics. The database aims to expose the untruth of that statement. CSMGEP invites conference and seminar organizers to consult the speakers list and we invite scholars who identify as underrepresented minorities, gender minorities or LGBTQ+ to enroll themselves in the database.

The Minority Report

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

Profiles of Prominent Minority Economists

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

Acknowledgements

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Appendices

Appendix Table 1: Comparison of Economics Degrees Awarded in 1995 and 2023 to Students from other Racial/Ethnic Groups

Award Level	Year	Grand Total	U.S. Citizen and Permanent Residents Total	White		Asian		Native Hawaiian or Pacific Islander		Two or More Ethnic Groups		Ethnicity Unknown		Non-Permanent Residents	
				Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
BA	1995	17,735	16,077	11,743	73.04	1,977	12.3	0	0.00	0	0.00	433	2.69	1,658	9.35
	2023	35,886	28,827	15,851	54.99	4,933	17.1	40	0.14	1,457	5.05	1,252	4.34	7,059	19.67
MA	1995	2,403	1,280	937	73.20	119	9.3	0	0.00	0	0.00	104	8.13	1,123	46.73
	2023	5,317	2,186	1,313	60.06	279	12.8	3	0.14	88	4.03	101	4.62	3,131	58.89
PhD	1995	911	475	358	75.37	63	13.3	0	0.00	0	0.00	25	5.26	436	47.86
	2023	1,385	486	317	65.23	67	13.8	1	0.21	9	1.85	44	9.05	899	64.91
All	1995	21,049	17,832	13,038	73.12	2,159	12.1	0	0.00	0	0.00	562	3.15	3,217	15.28
	2023	42,588	31,499	17,481	55.50	5,279	16.8	44	0.14	1,554	4.93	1,397	4.44	11,089	26.04

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

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

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

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

Appendix Table 2: All Economics Degrees and All Subject Degrees Awarded to Minority Students 1995-2023

Year	Total Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		All Minority Groups		All Minority Groups in All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Total	%
1995	17,832	1139	6.39	866	4.86	68	0.38	2073	11.63	200,742	13.10
1996	16,793	999	5.95	879	5.23	58	0.35	1936	11.53	211,939	13.78
1997	16,543	927	5.60	889	5.37	63	0.38	1879	11.36	222,729	14.32
1998	16,984	981	5.78	894	5.26	61	0.36	1936	11.40	233,842	14.79
1999	17,309	963	5.56	933	5.39	78	0.45	1974	11.40	245,892	15.26
2000	18,186	1054	5.80	1034	5.69	67	0.37	2155	11.85	262,228	15.80
2001	20,667	1126	5.45	1129	5.46	68	0.33	2323	11.24	276,277	16.03
2002	22,496	1309	5.82	1189	5.29	72	0.32	2570	11.42	289,711	16.18
2003	24,776	1405	5.67	1365	5.51	106	0.43	2876	11.61	309,563	16.52
2004	26,107	1496	5.73	1487	5.70	118	0.45	3101	11.88	332,150	16.83
2005	26,712	1463	5.48	1591	5.96	102	0.38	3156	11.81	349,363	17.14
2006	26,281	1504	5.72	1603	6.10	108	0.41	3215	12.23	367,276	17.42
2007	26,460	1384	5.23	1705	6.44	117	0.44	3206	12.12	384,769	17.75
2008	28,100	1510	5.37	1717	6.11	119	0.42	3346	11.91	399,788	17.97
2009	29,120	1431	4.91	1787	6.14	141	0.48	3359	11.54	417,808	18.23
2010	30,430	1534	5.04	2039	6.70	131	0.43	3704	12.17	442,167	18.65
2011	31,235	1559	4.99	2137	6.84	129	0.41	3825	12.25	473,787	19.16
2012	30,554	1521	4.98	2347	7.68	100	0.33	3968	12.99	512,346	19.91
2013	29,820	1599	5.36	2534	8.50	108	0.36	4241	14.22	544,564	20.87
2014	30,883	1571	5.09	2763	8.95	84	0.27	4418	14.31	566,450	21.56
2015	33,019	1798	5.45	3227	9.77	89	0.27	5114	15.49	586,803	22.23
2016	33,360	1696	5.08	3400	10.19	98	0.29	5194	15.57	614,214	23.05
2017	35,451	1853	5.23	3726	10.51	66	0.19	5645	15.92	645,636	23.57
2018	34,862	1787	5.13	3952	11.34	69	0.20	5808	16.66	665,500	24.23
2019	34,612	1823	5.27	4125	11.92	66	0.19	6014	17.38	690,495	24.75
2020	34,394	1792	5.21	4209	12.24	76	0.22	6077	17.67	713,966	25.29
2021	33,773	1768	5.23	4372	12.95	65	0.19	6205	18.37	759,660	26.33
2022	33,117	1609	4.86	4243	12.81	42	0.13	5894	17.80	762,223	26.53
2023	31,499	1556	4.94	4141	13.15	31	0.10	5728	18.18	757,051	26.77

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

Appendix Table3: Bachelor's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2023

Year	Total BA Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		All Minority Groups		All Minority Groups in All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Total	%
1995	16,077	1045	6.50	816	5.08	63	0.39	1924	11.97	159,379	13.92
1996	14,966	901	6.02	813	5.43	54	0.36	1768	11.81	167,479	14.64
1997	14,832	836	5.64	809	5.45	56	0.38	1701	11.47	174,427	15.18
1998	15,358	889	5.79	831	5.41	58	0.38	1778	11.58	182,079	15.64
1999	15,836	876	5.53	861	5.44	75	0.47	1812	11.44	190,641	16.09
2000	16,789	977	5.82	960	5.72	65	0.39	2002	11.92	201,797	16.54
2001	19,351	1071	5.53	1073	5.54	63	0.33	2207	11.41	212,042	16.61
2002	21,127	1231	5.83	1128	5.34	63	0.30	2422	11.46	222,577	16.73
2003	23,335	1346	5.77	1277	5.47	99	0.42	2722	11.66	236,282	17.01
2004	24,474	1426	5.83	1387	5.67	111	0.45	2924	11.95	248,856	17.23
2005	24,860	1375	5.53	1469	5.91	95	0.38	2939	11.82	258,927	17.39
2006	24,418	1405	5.75	1495	6.12	104	0.43	3004	12.30	271,386	17.69
2007	24,574	1295	5.27	1611	6.56	105	0.43	3011	12.25	283,011	17.94
2008	26,005	1393	5.36	1630	6.27	111	0.43	3134	12.05	294,800	18.25
2009	27,050	1336	4.94	1691	6.25	134	0.50	3161	11.69	305,075	18.45
2010	28,185	1427	5.06	1933	6.86	123	0.44	3483	12.36	321,709	18.87
2011	28,766	1438	5.00	1986	6.90	121	0.42	3545	12.32	344,581	19.46
2012	27,897	1398	5.01	2188	7.84	96	0.34	3682	13.20	374,083	20.26
2013	27,411	1455	5.31	2356	8.60	101	0.37	3912	14.27	399,420	21.13
2014	28,541	1450	5.08	2610	9.14	80	0.28	4140	14.51	417,025	21.79
2015	30,664	1666	5.43	3041	9.92	83	0.27	4790	15.62	435,039	22.50
2016	31,060	1566	5.04	3202	10.31	93	0.30	4861	15.65	455,222	23.34
2017	33,151	1734	5.23	3539	10.68	62	0.19	5335	16.09	479,857	23.89
2018	32,636	1644	5.04	3769	11.55	65	0.20	5478	16.79	492,956	24.60
2019	32,282	1672	5.18	3928	12.17	63	0.20	5663	17.54	509,678	25.15
2020	31,944	1654	5.18	3970	12.43	71	0.22	5695	17.83	527,804	25.75
2021	31,214	1616	5.18	4101	13.14	59	0.19	5776	18.50	558,196	26.84
2022	30,409	1470	4.83	3938	12.95	39	0.13	5447	17.91	550,990	27.07
2023	28,827	1414	4.91	3836	13.31	30	0.10	5280	18.32	543,732	27.38

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

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

Appendix Table 4: Master's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2023

Year	Total MA Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		All Minority Groups		All Minority Groups in All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Total	%
1995	1280	78	6.09	38	2.97	4	0.31	120	9.38	38,595	10.92
1996	1352	77	5.70	49	3.62	3	0.22	129	9.54	41,703	11.54
1997	1242	79	6.36	65	5.23	5	0.40	149	12.00	45,169	12.14
1998	1177	71	6.03	50	4.25	3	0.25	124	10.54	48,238	12.63
1999	1058	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	1004	62	6.18	51	5.08	9	0.90	122	12.15	63,162	14.82
2003	1118	51	4.56	70	6.26	6	0.54	127	11.36	69,059	15.33
2004	1286	54	4.20	76	5.91	6	0.47	136	10.58	78,571	15.95
2005	1524	81	5.31	103	6.76	7	0.46	191	12.53	85,345	16.71
2006	1542	83	5.38	91	5.90	2	0.13	176	11.41	90,745	17.01
2007	1566	72	4.60	74	4.73	10	0.64	156	9.96	95,884	17.54
2008	1711	104	6.08	73	4.27	7	0.41	184	10.75	98,813	17.50
2009	1716	88	5.13	83	4.84	7	0.41	178	10.37	106,299	17.95
2010	1840	97	5.27	85	4.62	7	0.38	189	10.27	114,561	18.37
2011	2058	104	5.05	137	6.66	8	0.39	249	12.10	122,739	18.65
2012	2184	109	4.99	144	6.59	4	0.18	257	11.77	131,182	19.29
2013	1941	129	6.65	148	7.62	7	0.36	284	14.63	137,535	20.48
2014	1920	108	5.63	131	6.82	3	0.16	242	12.60	141,108	21.25
2015	1858	122	6.57	156	8.40	3	0.16	281	15.12	142,876	21.82
2016	1819	115	6.32	164	9.02	5	0.27	284	15.61	149,550	22.56
2017	1823	104	5.70	169	9.27	3	0.16	276	15.14	155,697	22.99
2018	1762	125	7.09	155	8.80	4	0.23	284	16.12	162,359	23.57
2019	1866	138	7.40	170	9.11	3	0.16	311	16.67	169,981	23.98
2020	1986	118	5.94	207	10.42	3	0.15	328	16.52	175,283	24.36
2021	2118	139	6.56	240	11.33	6	0.28	385	18.18	189,309	25.15
2022	2181	117	5.36	273	12.52	3	0.14	393	18.02	197,690	25.36
2023	2186	128	5.86	272	12.44	0	0.00	400	18.30	199,078	25.46

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

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

Appendix Table 5: Doctorate Degrees in Economics and All Subjects Awarded to Minority Students 1995-2023

Year	Total PhD Economics Degrees	Black/African American		Hispanic/Latino		American Indian and Alaskan Native		All Minority Groups		All Minority Groups in All Degree Subjects	
		Total	%	Total	%	Total	%	Total	%	Total	%
1995	475	16	3.37	12	2.53	1	0.21	29	6.11	2768	8.09
1996	475	21	4.42	17	3.58	1	0.21	39	8.21	2757	8.26
1997	469	12	2.56	15	3.20	2	0.43	29	6.18	3133	9.06
1998	449	21	4.68	13	2.90	0	0.00	34	7.57	3525	10.01
1999	415	20	4.82	17	4.10	1	0.24	38	9.16	3744	10.83
2000	405	18	4.44	16	3.95	0	0.00	34	8.40	3714	10.80
2001	367	6	1.63	15	4.09	0	0.00	21	5.72	3875	11.25
2002	365	16	4.38	10	2.74	0	0.00	26	7.12	3972	11.70
2003	323	8	2.48	18	5.57	1	0.31	27	8.36	4222	11.98
2004	347	16	4.61	24	6.92	1	0.29	41	11.82	4723	12.98
2005	328	7	2.13	19	5.79	0	0.00	26	7.93	5091	13.03
2006	321	16	4.98	17	5.30	2	0.62	35	10.90	5145	12.58
2007	320	17	5.31	20	6.25	2	0.63	39	12.19	5874	13.31
2008	384	13	3.39	14	3.65	1	0.26	28	7.29	6175	13.75
2009	354	7	1.98	13	3.67	0	0.00	20	5.65	6434	14.12
2010	405	10	2.47	21	5.19	1	0.25	32	7.90	5897	14.06
2011	411	17	4.14	14	3.41	0	0.00	31	7.54	6467	14.78
2012	473	14	2.96	15	3.17	0	0.00	29	6.13	7081	15.48
2013	468	15	3.21	30	6.41	0	0.00	45	9.62	7609	15.95
2014	422	13	3.08	22	5.21	1	0.24	36	8.53	8317	16.79
2015	497	10	2.01	30	6.04	3	0.60	43	8.65	8888	17.40
2016	481	15	3.12	34	7.07	0	0.00	49	10.19	9442	18.26
2017	477	15	3.14	18	3.77	1	0.21	34	7.13	10,082	18.79
2018	464	18	3.88	28	6.03	0	0.00	46	9.91	10,185	19.07
2019	464	13	2.80	27	5.82	0	0.00	40	8.62	10,836	20.05
2020	464	20	4.31	32	6.90	2	0.43	54	11.64	10,879	20.23
2021	441	13	2.95	31	7.03	0	0.00	44	9.98	12,155	22.75
2022	527	22	4.17	32	6.07	0	0.00	54	10.25	13,543	23.17
2023	486	14	2.88	33	6.79	1	0.21	48	0.10	14,241	23.51

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

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