

**REPORT OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN
THE ECONOMICS PROFESSION (CSMGEP)
DECEMBER 2015**

The Committee on the Status of Minority Groups in the Economics Profession (CSMGEP) was created by the American Economic Association over 40 years ago¹ in response to concerns about the under-representation of minority and historically disadvantaged groups in economics. This concern stems from under-representation of these groups in economic policy decisions, despite the fact that they are 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.

This annual report from the committee begins with current data on the numbers and proportions of minorities studying economics at the undergraduate and graduate levels, and highlights regional differences in minority participation. Second, it compares 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 other subjects. Next, it reports results from a recent survey of minority faculty in economics departments and presents updated information on the three components of the Pipeline Program overseen by the CSMGEP: the Summer Program, the Mentoring Program, and the Summer Fellows Program. Finally, it summarizes the committee’s other recent activities.

I. Recent Data on Minority Economists

Degrees Conferred in 2014

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 (NCES). From the academic year 2013-2014, these data represent the most current observation of degrees conferred across all U.S. academic institutions. All calculations given in these tables are our own, based on the survey data provided by 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 non-permanent residents have been removed from the data.² Degree recipients of unknown ethnicity are included in the totals, and in 2014 these constituted 5.5% of economics degrees³ conferred (5.1%, 11.3% and 11.6% of economics bachelor’s, master’s and doctorate degrees respectively).

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

² Unless otherwise noted non-permanent residents are not included in the data presented. That said, non-residents make up a significant proportion of the economics degrees awarded, especially at master’s (53.5%) and doctorate (60.2%) levels.

³ Economics degrees are classified as those with IPEDS Classification of Instructional Program (CIP) codes for “Economics, general,” “Applied economics,” “Econometrics and Quantitative Economics,” “Development Economics and International Development,” “International Economics” and “Economics, other.”

Table 1 shows the degrees in economics awarded across minority groups⁴ in the most recent academic year (see Appendix Table 1-2 for degrees awarded to all racial/ethnic groups). In 2014, a total of 30,822 degrees in economics were awarded to citizens and permanent residents of the United States. The majority of these degrees were awarded at the bachelor's degree level (92.4%) and the biggest racial/ethnic group among these recipients was white (61.5%). For American Indian/Native Alaskan students, representation in economics is roughly similar at the bachelor's level (0.3%), master's and doctorate levels (0.2% each). For Black/African American students, representation in economics is lowest at the doctorate level (3.1%), highest at the master's (5.6%) and bachelor's (5.1%) levels. For Hispanic students, representation in economics is highest at the bachelor's level (9.1%), lowest at the doctorate level (5.2%), and in between at the master's level (6.8%). Across all degree levels, Hispanic students received the highest number of economics degrees among minority groups, while American Indian students were the recipients of just 84 economics degrees in 2013-2014, a 23% decrease from the previous year.

Table 2 shows the number of degrees awarded to minority students in STEM subjects in academic year 2013-2014. A comparison of the number of degrees awarded to minority students in STEM fields to the number of economics degrees awarded to minority groups highlights several interesting points. Overall minority representation in STEM subjects was higher than minority representation in economics across all degree levels (16.5% overall compared to 14.3%). The greatest difference in minority representation was at the bachelor's level – 17.1% in STEM fields compared to 14.5% in economics. Among the different minority groups, representation in both STEM subjects and in economics were highest for Hispanic students and lowest for American Indian students.

⁴ In 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*, Vol. 14, No. 2, pp. 133-148).

Table 1: Degrees Awarded in Economics in the Academic Year 2013-2014

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Native Alaskan		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	34,449	28,540	80	0.3	1,445	5.1	2,608	9.1	4,133	14.5
MA	4,125	1,920	3	0.2	108	5.6	131	6.8	242	12.6
PhD	1,059	422	1	0.2	13	3.1	22	5.2	36	8.5
All	39,633	30,882	84	0.3	1,566	5.1	2,761	8.9	4,411	14.3

Table 2: Degrees Awarded to Minority Students in Science, Technology, Engineering and Math (STEM) Subjects in 2014

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	American Indian or Native Alaskan		Black / African American		Hispanic or Latino		All Minorities	
			Total	%	Total	%	Total	%	Total	%
BA	396,078	375,109	1,808	0.5	24,602	6.6	37,583	10.0	63,993	17.1
MA	122,244	79,107	272	0.3	5,751	7.3	5,917	7.5	11,940	15.1
PhD	30,937	17,627	70	0.4	762	4.3	968	5.5	1,800	10.2
All	549,259	471,843	2,150	0.5	31,115	6.6	44,468	9.4	77,733	16.5

Regional Variation in Minority Representation

Using the regional classifications from IPEDS, Table 3 reports representation of minorities in economics divided by award level and region. Detailed tables for specific minority groups can also be found in the appendices (Appendix Tables 3-5).

Representation of minorities in economics varies considerably across both geographic region and award type. Minority representation at the bachelor's level was highest in the South West region (22.9%), and this is due to a both a relatively low number of total economics bachelor's degrees and a relatively large percentage of Hispanic students (17.3%). The Plains region has the lowest percentage of economics bachelor's degrees awarded to minority students and the second lowest number of total economics bachelor's degrees awarded to all students.

The South East region has the highest percentage of economics master's degrees and the second highest number of economics master's degrees out of all regions, despite the fact that no Native American students graduated with master's degrees in this region – the high percentage of minority students is comprised entirely of Black (6.5%) and Hispanic (8.7%) students. In the Rocky Mountain, Great Lakes, and Plains regions, minority representation was higher at the master's level compared to the bachelor's level; in all other regions, minority representation was higher at the bachelor's level.

Less than ten economics doctorate degrees were awarded to minority students within each region. Minority representation at the doctorate level was lower or the same compared to minority representation at the master's level in all regions except for New England. There were no economics doctorate degrees awarded to minority students in the Rocky Mountain region, and six of the nine economics doctorate degrees awarded to minorities in New England region were awarded to Hispanic students. These regional differences in minority representation in economics deserve further exploration, but it seems likely that they reflect a combination of residential patterns and economics program availability across regions.

Table 3: Total Economics Degrees Awarded By Region and Minority Status in Academic Year 2013-2014

Region	Bachelor's Degrees			Master's Degrees			Doctorate Degrees			All Degrees		
	Total	Minority		Total	Minority		Total	Minority		Total	Minority	
		Total	%		Total	%		Total	%		Total	%
South East	4,578	845	18.5	263	40	15.2	71	5	7.0	4,912	890	18.1
Far West	5,118	835	16.3	259	28	10.8	92	6	6.5	5,469	869	15.9
South West	1,744	400	22.9	132	19	14.4	26	2	7.7	1,902	421	22.1
Rocky Mountain	1,282	93	7.3	144	19	13.2	10	0	0	1,436	112	7.8
New England	3,414	366	10.7	227	17	7.5	76	9	11.8	3,717	392	10.5
Mid-East	6,563	1,077	16.4	492	69	14.0	84	7	8.3	7,139	1,153	16.2
Great Lakes	3,989	354	8.9	290	36	12.4	44	5	11.4	4,323	395	9.1
Plains	1,542	90	5.8	105	11	10.5	19	2	10.5	1,666	103	6.2

Regions are classified as follows: *South East* – AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV. *Far West* – AK, CA, HI, NV, OR, WA. *South West* – AZ, NM, OK, TX. *Rocky Mountain* – CO, ID, MT, UT, WY. *New England* – CT, ME, MA, NH, RI, VT. *Mid East* – DE, DC, MD, NJ, NY, PA. *Great Lakes* – IL, IN, MI, OH, WI. *Plains* – IA, KS, MN, MO, NE, ND, SD. Note: U.S. Service Schools and Schools from U.S. territories are not included in the totals. Only includes permanent residents of the US.

Degrees Conferred 1995-2014

Minority representation in the general population, all subjects, STEM fields and economics has increased between 1995 and 2014. Both the total number of economics degrees and the percentage of economics degrees awarded to minority students have increased since 1995, with 2014 marking the fifth consecutive year of growth in minority representation in economics. Despite this growth, however, representation of minorities in economics remains relatively low compared to minority representation in STEM fields and other subjects, and its growth over time is slower than the population growth of minorities over the same period.

Overall, from 1995 to 2014 minority representation in all subjects increased from 13.1% to 21.5% and minority representation in STEM fields increased from 11.2 % to 16.5%. On the other hand, minority representation in economics only increased from 11.6% to 14.3% over the same period.

Figures 1, 2, and 3 compare the overall representation⁵ of minority groups in economics, STEM fields and all other subjects to underlying changes in their respective representation in the total U.S. population.⁶ Trends are presented separately for each minority group.

For American Indian students, representation in economics, STEM fields and all other subjects has decreased in recent years, despite a slow, steady increase in American Indian representation in the population (Figure 1). Since 2009 (the year with the highest level of American Indian representation in economics), the number of American Indian students in economics has decreased from 141 to 84. While these trends occurred, American Indian representation in the general population held fairly constant, at about 1.2% over the same period. While the clear lack of American Indian students' representation in economics is discouraging, it follows a broader trend of a decreasing rate of participation of American Indian students in STEM fields and other subjects and may be a symptom of a broader problem of recruiting American Indian students to universities in general.

⁵ Degree 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.

⁶ Racial population percentages are taken from the U.S. Census Bureau's official estimates for the years 1995-2014.

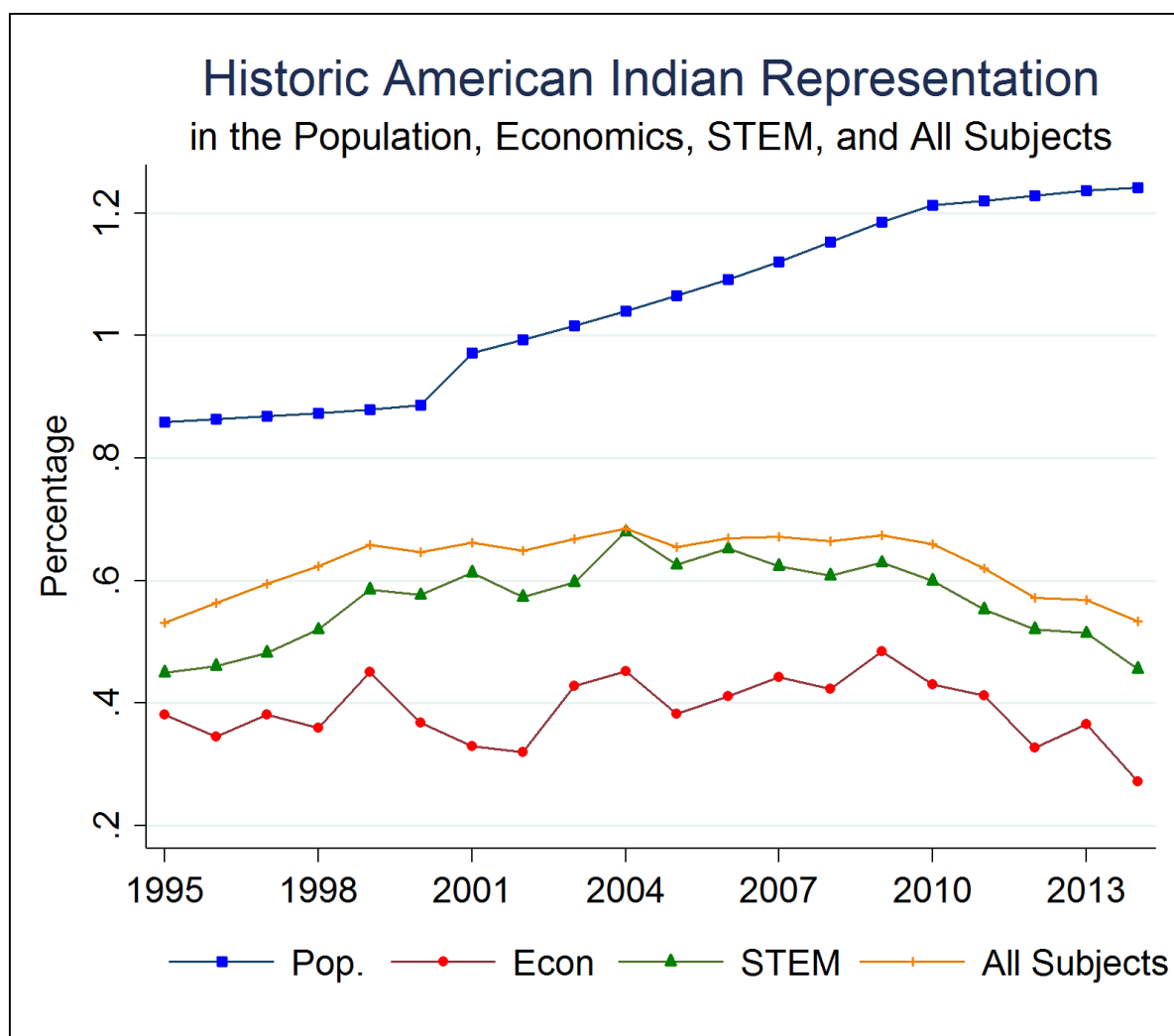


Figure 1: Changes in Representation of American Indians/Native Americans. This figure shows the percentage of the American Indian population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to American Indian students from 1995 to 2014.

Black/African American representation in the general population has remained fairly constant since 1995 (Figure 2). Black representation in all subjects has increased, going from 7.2% to 10.3% (a 43% increase) since 1995. In economics, however, Black representation has historically been lower than representation in all other subjects and has actually decreased somewhat since 1995, going from 6.4% to 5.1% (a 21% decrease). In recent years, Black representation in STEM fields has mirrored the slow decline in representation in economics, going from 7.1% at its peak in 2004 to 6.7% in 2014, although levels remain higher in STEM fields. These decreases in Black representation in economics and STEM fields follow a markedly different trend compared to trends in Black representation in other subjects, which suggests that there may be particular barriers specific to Blacks in both STEM and economics degree attainment.

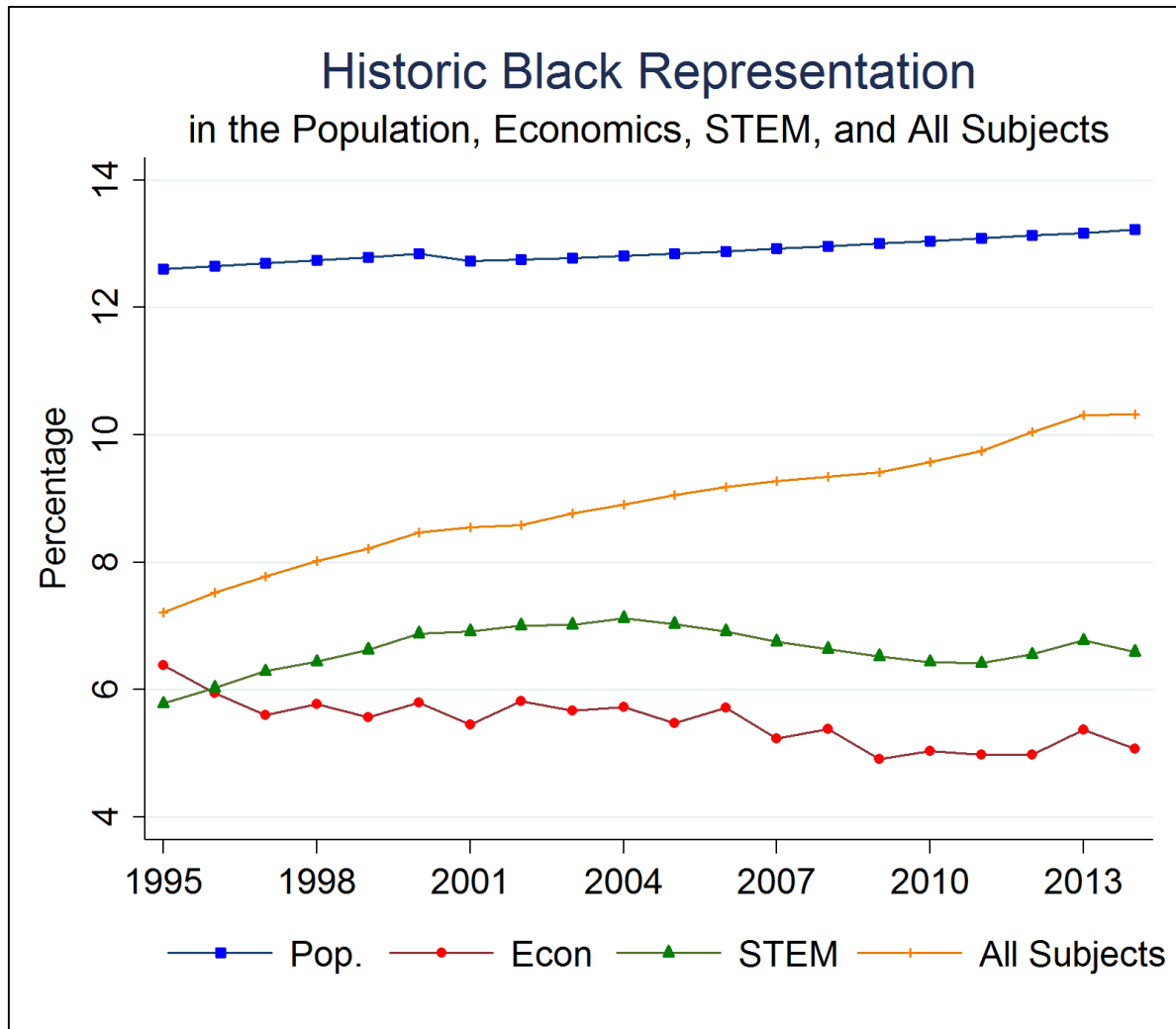


Figure 2: Changes in Representation of Blacks/African Americans. This figure shows the percentage of the Black/African American population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Black/African American students from 1995 to 2014.

Hispanic representation in economics has experienced the highest levels of growth out of all minority groups (Figure 3). From 1995 to 2014, the Hispanic representation in the population increased by 69% (10.3% to 17.4%), Hispanic representation in all other subjects nearly doubled (5.4% to 10.7%), and Hispanic representation in STEM fields went from about 5.0% to 9.4%. Hispanic representation in economics increased from 4.8% to 8.9% (an 84% increase) between 1995 and 2014, starting and ending at levels slightly below Hispanic representation in STEM fields. This increase in economics representation comes mostly from a steady increase in the number of economics bachelor's degrees granted to Hispanic students. In general, Hispanic representation has followed an increasing trend equally across all subject fields and the levels are relatively similar, though they remain far below Hispanic representation in the population at large.

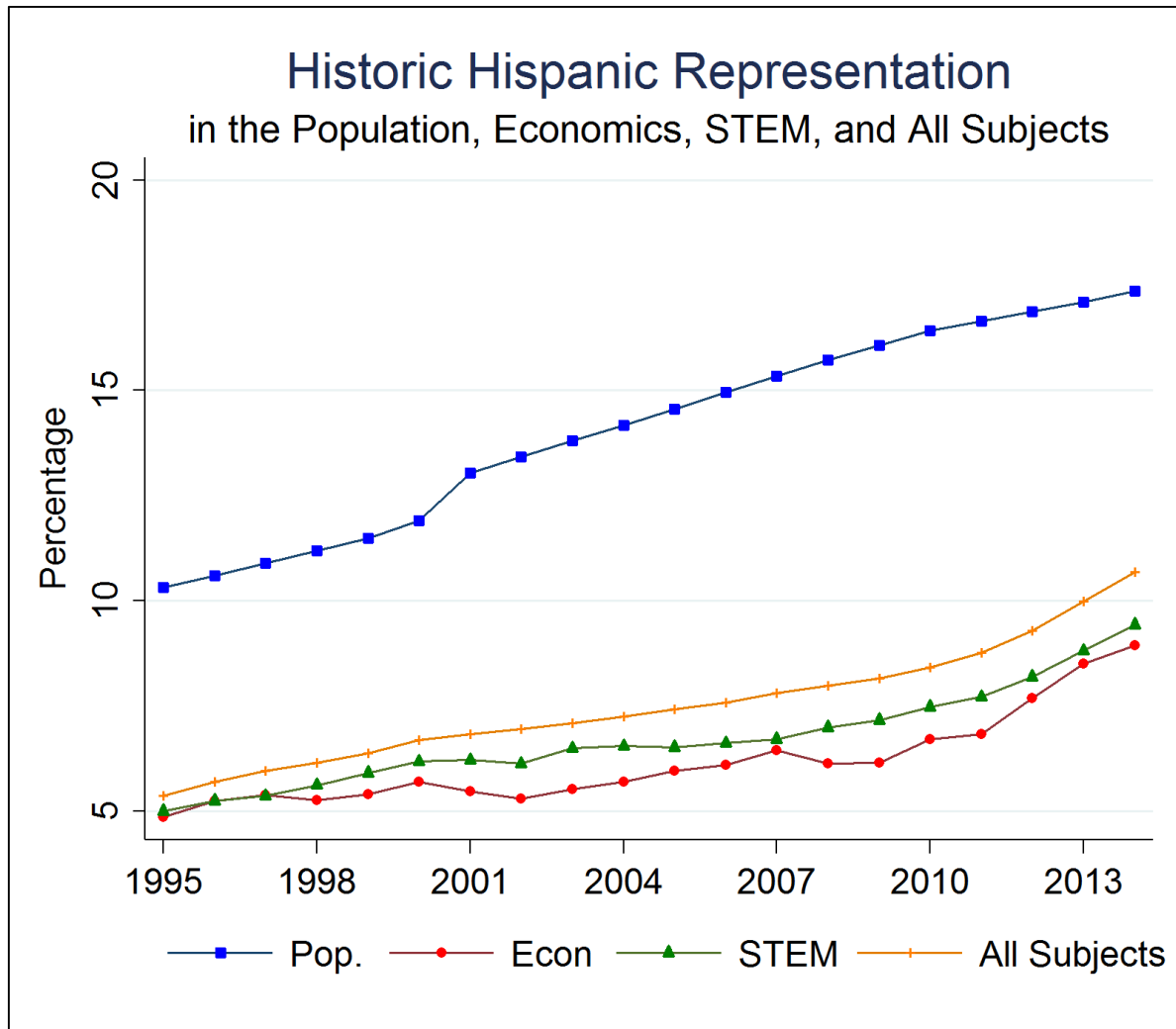


Figure 3: Changes in Representation of Hispanics. This figure shows the percentage of the Hispanic population within the total population along with the percentage of economics degrees, STEM degrees, and degrees in all subjects awarded to Hispanic students from 1995 to 2014.

Clearly, there is more to be done regarding the representation of minority groups in economics. While the number of degrees awarded to minority students continues to increase, minority groups are being outpaced in terms of change in representation within the degree cohort. The data also highlight a continuing problem of low representation of Native American students in economics, and this trend can be seen across all subjects despite stability in the Native American percentage of the population. There is also a concerning trend for Black students; the number of Black students receiving degrees in economics continues to increase, but this increase is outpaced by other groups and Black students' representation in the economics degree cohort has plateaued in recent years and fallen overall since 1995. This is particularly concerning because Black representation in all subjects is increasing at a rate faster than their population growth, yet still representation of Black students in economics continues to decrease.

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 800 degree granting institutions. From these data, we have extracted information on the percentage of economics faculty by race/ethnicity in academic year 2014-15.⁷

We note that these data must be interpreted with caution. First, the response rate to the survey is quite low (approximately 48 percent). 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 across the data in Tables 1-2 with the data on racial/ethnic representation among economics faculty in Table 4 as these data have been collected by different organizations.

⁷ These data are based on the 385 institutions that responded to the survey. The data analyzed include ethnic representation for U.S. citizens and permanent residents only. Faculty on leave during the academic year 2014-2015 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. Racial and ethnic representation may be under-represented, therefore.

**Table 4: Representation of Black and Hispanic Minority Groups in Economic Faculty in the Academic Year 2014-15
(percentage)**

Institution's Highest Degree	Tenured and Tenure-Track Faculty					Non-Tenure Track Faculty		Total	
	Full Time				Part Time	Full Time	Part Time	Full Time	Part Time
	Full Prof.	Associate Prof.	Assistant Prof.	Other					
Black Faculty									
BA	2.7	4.4	2.9	3.8	1.9	5.5	5.3	3.5	4.2
MA	2.0	2.2	0.6	4.8	3.3	6.7	6.0	2.4	5.6
PhD	1.4	2.1	1.6	7.1	0.9	2.8	2.5	1.8	2.1
Total	1.3	1.7	1.0	4.8	1.7	4.1	4.2	1.7	3.6
Hispanic Faculty									
BA	1.7	3.0	5.2	0.0	0.0	1.7	2.2	2.8	1.5
MA	1.2	4.4	3.8	0.0	21.7	0.0	6.5	2.4	8.6
PhD	2.6	6.6	7.3	4.8	1.9	5.9	3.4	4.8	3.1
Total	2.2	5.0	6.2	1.7	3.5	3.8	3.8	3.9	3.8
Minority Faculty									
BA	4.5	7.7	8.1	3.8	1.9	8.8	7.5	6.5	5.7
MA	3.2	6.5	4.5	4.8	25.0	10.1	12.5	4.9	14.3
PhD	4.6	10.3	9.4	14.3	3.8	9.5	5.9	7.5	5.4
Total	3.9	7.5	7.5	7.4	5.6	8.6	8.1	6.1	7.5

In the academic year 2014-15, there were approximately 129 Black and 250 Hispanic faculty members in economics in the United States from schools that participated in the survey. Overall representation of minority full time faculty in economics (across all academic positions) totals about 6.1%. For Hispanic faculty members, representation among economics faculty was concentrated in full-time positions while Black faculty members were concentrated in part-time positions. Black faculty members had their highest representation in full-time “Other” faculty positions while Hispanic faculty members had their highest representation in full-time Assistant Professor positions. A large majority of all Black and Hispanic faculty were employed on a full-time basis, however (72.8% and 85.4% respectively).

Across all tenure-track positions, minority representation was highest at the Assistant Professor level and Associate Professor level (7.5% for each), and lowest among full professors (3.9%); just 1.3% of faculty at this level were Black and 2.2% were Hispanic. As minority economists move through the pipeline the percentage of minorities in higher-level positions should increase, but since 2011 there has not been much change. In comparison to other ethnic groups, Black and Hispanic faculty in economics both had the highest representation in the lower rungs of the academic ladder and in less prestigious, part-time positions.⁸

The data also 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.

II. AEA Pipeline Program

The AEA Pipeline Program comprises three different programs (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 (AEASP) is an intensive training course for promising undergraduate students to improve their research and methods skills in preparation for future doctoral research. This year, the Summer Training Program was hosted for the fourth and final time by the Department of Economics at University of New Mexico (UNM). Starting in 2016, AEASP will be hosted by the Economics Department at Michigan State University (MSU). A joint effort between the Department of Economics at UNM and the Robert Wood Johnson Foundation Center for Health Policy, the program is open to all students regardless of race, ethnicity or gender, but Minority Fellowships are also available to applicants that are U.S. citizens and permanent residents who are members of a historically disadvantaged racial or ethnic minority group. The admissions process also gives preference to students applying from non-research colleges and universities and Minority-Serving Institutions.

⁸ Here there is a distinction between the two minority groups under observation; Hispanic faculty made up a larger proportion of earlier career positions such as an Assistant or Associate Professor, but on a full-time and tenured basis, whereas Black faculty members made up a larger proportion of full-time “Other” positions.

In 2015, the AEA Summer Training Program cohort consisted of 24 students, selected from a pool of 85 applications (an increase from the 76 applications received last year). Seven of the participants were women, and the participants included 8 African American, 2 American Indian, 1 Asian, 12 Hispanic/Latino, and 1 White student. One non-minority attended the program paying for program travel, tuition, room and board out of pocket. The students came from 22 different colleges and universities across the United States and 11 (45.8%) of the students identified themselves as first generation college students. At the time of application 2 were sophomores, 13 juniors, 8 seniors, and 1 student had graduated in 2014.

The 2015 program curriculum was similar to the more integrated curriculum used in 2014. Students were organized into study teams and assigned projects early in the summer, and faculty were encouraged to chart courses of study that would enhance student preparation for entry-level graduate study. All students received a case-based curriculum that integrated economic theory with hands-on instruction in STATA and other mathematical analysis. The team-based research project culminated in a presentation during the annual AEA Summer Mentoring Pipeline Conference as a poster session on July 24, 2015. Projects were presented for a grade before the Mentoring Conference to give students an oral presentation experience. The students' research projects focused on the following topics⁹:

- “Does Electricity Consumption Granger-Cause Growth? An ECM Approach,” by Jorge Dominquez, Michael Navarrete, Angelina Okwuego, and Eric Patterson;
- “Environmental Implications on Tourism: A Cross-Country Panel Regression Analysis,” by Dimitri Adriano, Lan Jiang, Steve Ramos, Karen Santiago, and Ian Villa;
- “Is True Love Really Blind? The Economic Implications of Intermarriage,” by Jeffrey Aizprua, Vivian Alouch, Daniel Gonzalez, and Abilgail Munguia;
- “The Tradeoff: Crime vs. Education Expenditures in the Reduction of Crime Rates A Dynamic Panel Regression Analysis Using GMM,” by Yisehak Abraham, Rebecca Kerley, Allan Ngei, Shamier Settle, and Brittany Ward;
- “Is It All Worth It? Ph.D. vs. Undergraduate Degree Outcomes,” by Estevan Lopez and Anthony Lorencette-Desouza;
- “Income, Efficiency, and Genetic Characteristics in the National Basketball Association?,” by Devonte Buchanan, Elliot Charette, Monquize Dusseau, and Carson Futch.

The program was supported by a National Advisory Committee, which was formed in 2011 to advise the program leaders on matters of priorities, administration and curriculum and also to serve as the application review committee. The Committee was composed of representatives from the National Economic Association (NEA), the American Society of Hispanic Economists (ASHE), CSMGEP, and AEA Summer Program alumni.

The AEA Summer Program at UNM National Advisory Committee:

- Warren C. Whatley, PhD Professor of Economics and Center for African American Studies, University of Michigan, Ann Arbor;
- Rhonda Sharpe, PhD Associate Professor of Business and Economics, Bennett College; Associate Director, the Diversity Initiative for Tenure in Economics, Duke University;

⁹ Visit <http://healthpolicy.unm.edu/node/71775> for a link to the poster session presentations.

- David Molina, PhD Associate Professor of Economics, University of North Texas; President, American Society of Hispanic Economists;
- Fernando Lozano, PhD Professor of Economics, Pomona College, Claremont, CA;
- Marie T. Mora, PhD Professor of Economics, University of Texas-Pan American; director, AEA Committee on the Status of Minority Groups in the Economics Profession Mentoring Program;
- Rucker Johnson, PhD Associate Professor, Goldman School of Public Policy, University of California, Berkeley;
- Valerie Wilson, Director of Program on Race, Ethnicity, and the Economy, Economic Policy Institute, Washington D.C.

The program also included seven guest speakers from a variety of institutions, both academic and non-academic. In addition to the public talks, each speaker spent additional time advising students about their future graduate student and career experiences. Here is the list of the Summer Training Program 2015 speakers:

- Cecilia Rouse, Princeton University, end of program sendoff via Skype
- Pia Orrenius, Federal Reserve Bank of Dallas, sponsored by AEA
- Molly Dahl, Congressional Budget Office, sponsored by CBO
- Bradley Hardy, American University, sponsored by AEA
- Jose Pagan, New York Academy of Medicine, sponsored by AEA
- Gary Hoover, University of Oklahoma, sponsored by AEA
- Gabriel Sanchez, RWJF Center for Health Policy

The AEASP operated within budget with financial contributions from the AEA, the Federal Reserve Board of Governors and the RWJF Center for Health Policy. Further, the program benefited from in-kind donations from Princeton University Press and STATA Corp.

Mentoring Program

The AEA Mentoring Program partners minority group doctoral students with academic mentors in their field and facilitates networking between students at all stages of the pipeline and minority economists (both academic faculty and professional). It 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 a doctoral degree program in economics. Participants opt to join the program and mentors are both self-selected and requested to volunteer.

Marie T. Mora, Professor of Economics at the University of Texas-Pan American, continues to serve as director of the program. Supported by the National Science Foundation, the AEA Mentoring program provides funding to support doctoral student research, participant travel expenses, and an annual conference (described below). Last year, several changes were made to the program. For example, we instituted an application process for students to be officially admitted to the program and membership is now limited to three years with the possibility of renewal. These changes not only helped with recordkeeping but also brought much-needed formality to the program. Further, the application asks about U.S. citizenship status as funding from the National Science Foundation only pertains to U.S. citizens and permanent residents. Finally, renewal is conditional on students having had an active relationship with their mentor.

The number of mentees participating in the program increased from 30 to 45 between December 2014 and November 2015. This major increase in the number of students occurred due to diligent recruitment efforts, which included contacting 140 Economics departments and providing them with information about the Mentoring Program. This year, six students in the Mentoring Program received their doctorate degrees.

The program continues to seek to provide graduate students with the opportunity to present their work during the annual Summer Mentoring Pipeline Conference (SMPC), the largest event for the program. The SMPC brings together mentoring program participants, their mentors, other academics, and the students attending the Summer Training Program. Over 80 people participated in the 2015 SMPC, and more than 30 universities were represented. Doctoral students gave the majority of the research presentations, which provided valuable professional presentation experience and research feedback.

In 2015, new professional development panels were designed for the SMPC; they included: (1) *First Year Survival in Econ Graduate School* (Carycruz M. Bueno, Georgia State University; Joaquin Rubalcalba, University of New Mexico; and Jermaine Toney, The New School); (2) *NSF Funding Opportunities for Economists* (Nancy Lutz, National Science Foundation); (3) *The Federal Reserve System: Purposes, Policies, and Tools* (David Marshall, Federal Reserve Bank of Chicago); (4) *Jobs Outside of Academia* (Pia M. Orrenius, Federal Reserve Bank of Dallas; Maria Enchautegui, Urban Institute; and Allison McKie, Mathematica Policy Research, Inc); and (5) *Diversifying Economics and Div. E.Q.* (Amanda Bayer, Swarthmore College and Director, Div. E.Q.).

This year, as part of the *Lewis-Oaxaca Distinguished Lecture Series*, Cecilia Conrad presented, “Are Economists Creative?” For the second year, the 2015 SMPC also continued to include specific timeslots for the mentees to meet with their mentors. The feedback on these mentoring/networking sessions continues to be highly positive.

The Program Director continued to coordinate and plan the conference closely with the Director of the AEA Summer Training Program (AEASP). As noted above, the Summer Program students were fully engaged in the SMPC, including presenting their research in poster sessions during lunch. Furthermore, the AEASP Program Director held the second graduate school recruitment fair that commenced immediately following the SMPC, again allowing some of the recruiters to participate in conference events.

All participants who completed surveys about the 2015 SMPC agreed or strongly agreed that: (1) “the conference was well organized”; (2) the “overall quality of the conference presentations was strong”; and (3) the conference provided “appropriate opportunities for networking.” Planning is already underway for the 2016 SMPC, which will be held in East Lansing, Michigan from July 28th to July 30th. The Program Director is already in contact with the new AEASP Director, Thomas Jeitschko, to continue the coordination of the SMPC with the AEASP.

Summer Fellows Program

The Summer Fellows Program aims to increase the participation and advancement of women and under-represented minorities in economics by providing placements at a sponsoring research organization or public agency. This year, the program solicited applications from graduate

students earlier and more aggressively than last year due to concerns about the decline in applications recent years. In 2015, the program received 77 applications, a large increase from the 43 applications received the year before. The number of minority applicants, however, declined from 9 to only 6, one of whom was selected. There were 73 female applicants and 40 U.S. citizens/permanent residents.

In 2015, the program successfully placed 14 fellows, a slight increase from the 13 placements completed in 2014. Of these 14 placements, 13 were for female non-minority graduate students and, and 1 was a faculty member. Placements were hired at the U.S. International Trade Commission, Federal Reserve Board and Reserve Banks in Atlanta, Boston, Chicago, Dallas, Kansas City, Minnesota, New York, and Richmond. Feedback from the participants continues to be very positive across the different placements.

Further information on the Summer Fellows Program can be found at <http://www.aeaweb.org/committees/CSMGEP/pipeline/summerfellows/>, and at <https://www.aeaweb.org/committees/CSMGEP/pipeline/summerfellows/history.php>.

III. Recent and Ongoing Activities

The CSMGEP is committed to increasing the representation of minority groups in the economics profession in a variety of ways. Below is a summary of additional activities undertaken by the committee in the past year.

Sponsored Sessions at Conferences

An important activity for the CSMGEP is to sponsor sessions at professional conferences. For starters, the CSMGEP sponsored several sessions and receptions at the AEA's Annual Meeting in January 2015. The Committee hosted a session entitled "Economic Freedom and Minority Groups," which was organized by Gary A. Hoover (University of Oklahoma) and chaired by Janice Shack-Marquez (Federal Reserve Board of Governors). The papers presented at this session were:

- "The Impact of Economic Freedom on the Black/White Income Gap," Gary A. Hoover, University of Oklahoma; Ryan A. Compton, University of Manitoba; Daniel C. Giedeman, Grand Valley State University;
- "Tolerance in United States: How Free Markets Transform Racial, Religious, and Sexual Attitudes." Niclas Berggren, Research Institute of Industrial Economics Stockholm and University of Economics in Prague; Therese Nilsson, Research Institute of Industrial Economics Stockholm and Lund University;
- "Fractionalization and Economic Freedom," Jac C. Heckelman, Wake Forest University; Bonnie Wilson, St. Louis University;
- "Are the Effects of Economic Liberalization on Income Distribution Conditional?," Jakob de Haan, De Nederlandsche Bank and University of Groningen; Jan-Egbert Sturm, KOF Swiss Economic Institute, ETH Zurich.

The Committee also hosted a Dissertation Session at the 2015 annual meeting that included the following papers:

- “Unconventional Monetary Policy and Credit Market Activity,” Juan Medina, University of Alabama; Robert Reed, University of Alabama;
- “Transportation Networks and the Geographic Concentration of Industry,” Dustin Frye, University of Colorado-Boulder;
- “Productivity Gains from Geographic Concentration of Human Capital: Is Specialization or Diversity More Important?,” Michaela Patton, University of Alabama; Robert Reed, University of Alabama; Christopher Cunningham, Federal Reserve Bank of Atlanta;
- “The Quality of Time Spent among Children among Mexican Immigrants,” Daniel Kidane, Texas Tech University; Andrew Vargas, Purdue University.

Mark Hugo Lopez (Pew Research Center) chaired the session, and discussants included Ngina S. Chiteji (New York University), Nathaniel Baum-Snow (Brown University), James H. Peoples (University of Wisconsin-Milwaukee), and Joseph P. Price (Brigham Young University).

Finally the CSMGEP co-sponsored a session at the Southern Economics Association Meetings in November on “The Status of Women and Minorities in the Economics Profession” with CSWEP. Gary Hoover (University of Oklahoma) and Ragan Petrie (George Mason University) co-chaired.

Other Activities

The CSMEP continues to sponsor the Diversifying Economic Quality (Div E.Q), a Wiki devoted to teaching practices that promote inclusivity, innovation and are evidence based. Materials are publicly available online at:

http://www.diversifyingecon.org/index.php/Main_Page.

The wiki includes classroom strategies and instructor practices with the objective of improving teaching quality to include 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. DivE.Q. has been widely publicized, and can be followed via twitter (@Div_E_Q).

The CSMGEP also continues to publish its annual news, *The Minority Report*, in collaboration with the National Economic Association (NEA) and the American Society of Hispanic Economists (ASHE). The report, now in its seventh edition showcases the people, programs, research and activities of those involved in working to increase the representation of minorities in the economics profession. The report, including archive issues, is available to download from the CSMGEP website at: <https://www.aeaweb.org/committees/CSMGEP/resources/>.

The committee has also continued to publish profiles of minority economists on the website. 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. These profiles, and all those from previous years, are available on the CSMGEP website.

Acknowledgements

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. This year four students were able to attend the 2014 Summer Institute as a result of this effort. We also thank Dawn Wright for her editorial assistance with *The Minority Report* and profiles of minority economics, Charles Scott for his assistance in providing additional data compiled in this report, and Kevin DeLuca who assisted with compiling and writing the report. Finally, this was Lisa Saunders' last year on the committee as she has served two consecutive terms; we thank her for her tireless service.

Appendices

Appendix Table 1: Degrees in Economics Awarded to all Racial/Ethnic Groups in the Academic Year 2013-2014

Award Level	Grand Total	U.S. Citizen and Permanent Resident Total	Asian	American Indian or Native Alaskan	Black/African American	Hispanic/Latino	Native Hawaiian or Pacific Islander	White	Two or More Ethnic Groups	Ethnicity Unknown	Non-Permanent Residents
BA	34,449	28,540	4,623	80	1,445	2,608	48	17,503	786	1,447	5,909
MA	4,125	1,920	201	3	108	131	5	1,213	42	217	2,205
PhD	1,059	422	52	1	13	22	0	281	4	49	637
All	39,633	30,882	4,876	84	1,566	2,761	53	18,997	832	1,713	8,751

Appendix Table 2: Comparison of Economics Degrees Awarded in 1995 and 2014 to Students from other Racial/Ethnic Groups

Award Level	Year	Grand Total	U.S. Citizen and Permanent Resident Total	Asian		Native Hawaiian or Pacific Islander		Two or More Ethnic Groups		Ethnicity Unknown		Non-Permanent Residents	
				Total	%	Total	%	Total	%	Total	%	Total	%
BA	1995	17,735	16,077	1,977	12.3	0	0	0	0	433	2.7	1,658	9.3
	2014	34,449	28,540	4,623	16.2	48	0.2	786	2.8	1,447	5.1	5,909	17.2
MA	1995	2,403	1,280	119	9.3	0	0	0	0	104	8.1	1,123	46.7
	2014	4,125	1,920	201	10.5	5	0.3	42	2.2	217	11.3	2,205	53.5
PhD	1995	910	474	63	13.3	0	0	0	0	24	5.1	436	48.0
	2014	1,059	422	52	12.3	0	0	4	0.9	49	11.6	637	60.2
All	1995	21,048	17,831	2,159	12.1	0	0	0	0	561	3.1	3,217	15.3
	2014	39,633	30,882	4,876	15.8	53	0.2	832	2.7	1,713	5.5	8,751	22.1

Appendix Table 3: Total Economics Degrees Awarded to American Indian/Native American Students by Region in 2014

Region	Bachelor's Degrees			Master's Degrees			Doctorate Degrees			All Degrees		
	Total	Native American		Total	Native American		Total	Native American		Total	Native American	
		Total	%		Total	%		Total	%		Total	%
South East	4,578	14	0.3	263	0	0	71	0	0	4,912	14	0.3
Far West	5,118	14	0.3	259	0	0	92	0	0	5,469	14	0.3
South West	1,744	12	0.7	132	0	0	26	0	0	1,902	12	0.6
Rocky Mountain	1,282	3	0.2	144	0	0	10	0	0	1,436	3	0.2
New England	3,414	7	0.2	227	0	0	76	0	0	3,717	7	0.2
Mid-East	6,563	17	0.3	492	1	0.2	84	1	1.2	7,139	19	0.3
Great Lakes	3,989	7	0.2	290	1	0.3	44	0	0	4,323	9	0.2
Plains	1,542	5	0.3	105	1	1.0	19	0	0	1,666	6	0.4

Regions are classified as follows: *South East* – AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV. *Far West* – AK, CA, HI, NV, OR, WA. *South West* – AZ, NM, OK, TX. *Rocky Mountain* – CO, ID, MT, UT, WY. *New England* – CT, ME, MA, NH, RI, VT. *Mid East* – DE, DC, MD, NJ, NY, PA. *Great Lakes* – IL, IN, MI, OH, WI. *Plains* – IA, KS, MN, MO, NE, ND, SD. Note: U.S. Service Schools and Schools from U.S. territories are not included in the totals. Only includes permanent residents of the US.

Appendix Table 4: Total Economics Degrees Awarded to African American/Black Students by Region in 2014

Region	Bachelor's Degrees			Master's Degrees			Doctorate Degrees			All Degrees		
	Total	African American		Total	African American		Total	African American		Total	African American	
		Total	%		Total	%		Total	%		Total	%
South East	4,578	393	8.6	263	17	6.5	71	2	2.8	4,912	412	8.4
Far West	5,118	141	2.8	259	3	1.2	92	2	2.2	5,469	146	2.7
South West	1,744	86	4.9	132	5	3.8	26	1	3.8	1,902	92	4.8
Rocky Mountain	1,282	18	1.4	144	6	4.2	10	0	0	1,436	24	1.7
New England	3,414	145	4.2	227	12	5.3	76	3	3.9	3,717	160	4.3
Mid-East	6,563	455	6.9	492	37	7.5	84	2	2.4	7,139	494	6.9
Great Lakes	3,989	156	3.9	290	22	7.6	44	2	4.5	4,323	180	4.2
Plains	1,542	39	2.5	105	6	5.7	19	1	5.3	1,666	46	2.8

Regions are classified as follows: *South East* – AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV. *Far West* – AK, CA, HI, NV, OR, WA. *South West* – AZ, NM, OK, TX. *Rocky Mountain* – CO, ID, MT, UT, WY. *New England* – CT, ME, MA, NH, RI, VT. *Mid East* – DE, DC, MD, NJ, NY, PA. *Great Lakes* – IL, IN, MI, OH, WI. *Plains* – IA, KS, MN, MO, NE, ND, SD. Note: U.S. Service Schools and Schools from U.S. territories are not included in the totals. Only includes permanent residents of the US.

Appendix Table 5: Total Economics Degrees Awarded to Hispanic Students by Region in 2014

Region	Bachelor's Degrees			Master's Degrees			Doctorate Degrees			All Degrees		
	Total	Hispanic		Total	Hispanic		Total	Hispanic		Total	Hispanic	
		Total	%		Total	%		Total	%		Total	%
South East	4,578	438	9.6	263	23	8.7	71	3	4.2	4,912	464	9.4
Far West	5,118	680	13.3	259	25	9.7	92	4	4.3	5,469	709	13.0
South West	1,744	302	17.3	132	14	10.6	26	1	3.8	1,902	317	16.7
Rocky Mountain	1,282	72	5.6	144	13	9.0	10	0	0	1,436	85	5.9
New England	3,414	214	6.3	227	5	2.2	76	6	7.9	3,717	225	6.1
Mid-East	6,563	605	9.2	492	31	6.3	84	4	4.8	7,139	640	9.0
Great Lakes	3,989	191	4.8	290	13	4.5	44	3	6.8	4,323	207	4.8
Plains	1,542	46	3.0	105	4	3.8	19	1	5.3	1,666	51	3.1

Regions are classified as follows: *South East* – AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV. *Far West* – AK, CA, HI, NV, OR, WA. *South West* – AZ, NM, OK, TX. *Rocky Mountain* – CO, ID, MT, UT, WY. *New England* – CT, ME, MA, NH, RI, VT. *Mid East* – DE, DC, MD, NJ, NY, PA. *Great Lakes* – IL, IN, MI, OH, WI. *Plains* – IA, KS, MN, MO, NE, ND, SD. Note: U.S. Service Schools and Schools from U.S. territories are not included in the totals. Only includes permanent residents of the US.

Appendix Table 6: Bachelor's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2014

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	%
1995	16,077	1,045	6.5	816	5.1	63	0.4	1,924	12.0	159,366	13.9
1996	14,966	901	6.0	813	5.4	54	0.4	1,768	11.8	167,479	14.6
1997	14,832	836	5.6	809	5.5	56	0.4	1,701	11.5	174,427	15.2
1998	15,358	889	5.8	831	5.4	58	0.4	1,778	11.6	182,079	15.6
1999	15,836	876	5.5	861	5.4	75	0.5	1,812	11.4	190,641	16.1
2000	16,789	977	5.8	960	5.7	65	0.4	2,002	11.9	201,797	16.5
2001	19,351	1,070	5.5	1,073	5.5	63	0.3	2,207	11.4	212,042	16.6
2002	21,127	1,231	5.8	1,128	5.3	63	0.3	2,422	11.5	222,577	16.7
2003	23,335	1,346	5.8	1,277	5.5	99	0.4	2,722	11.7	236,282	17.0
2004	24,474	1,426	5.8	1,387	5.7	111	0.5	2,924	11.9	248,856	17.2
2005	24,860	1,375	5.5	1,469	5.9	95	0.4	2,939	11.8	258,927	17.4
2006	24,372	1,401	5.7	1,491	6.1	104	0.4	2,996	12.3	271,341	17.7
2007	24,574	1,295	5.3	1,611	6.6	105	0.4	3,011	12.3	282,889	17.9
2008	25,998	1,393	5.4	1,632	6.3	111	0.4	3,136	12.1	294,887	18.3
2009	27,050	1,336	4.9	1,691	6.3	134	0.5	3,161	11.7	305,075	18.4
2010	28,185	1,427	5.1	1,933	6.9	123	0.4	3,483	12.4	321,709	18.9
2011	28,779	1,436	5.0	1,983	6.9	121	0.4	3,540	12.3	344,113	19.4
2012	27,893	1,399	5.0	2,188	7.8	96	0.3	3,683	13.2	373,590	20.2
2013	27,418	1,456	5.3	2,356	8.6	102	0.4	3,914	14.3	399,350	21.1
2014	28,540	1,445	5.1	2,608	9.1	80	0.3	4,133	14.5	416,913	21.8

Appendix Table 7: Master's Degrees in Economics and All Subjects Awarded to Minority Students 1995-2014

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	%
1995	1,280	78	6.1	38	3.0	4	0.3	120	9.4	38,592	10.9
1996	1,352	77	5.7	49	3.6	3	0.2	129	9.5	41,703	11.5
1997	1,242	79	6.4	65	5.2	5	0.4	149	12.0	45,169	12.1
1998	1,177	71	6.0	50	4.2	3	0.3	124	10.5	48,238	12.6
1999	1,058	67	6.3	55	5.2	2	0.2	124	11.7	51,507	13.1
2000	992	59	5.9	58	5.8	2	0.2	119	12.0	56,717	14.0
2001	949	49	5.2	41	4.3	5	0.5	95	10.0	60,360	14.6
2002	1,004	62	6.2	51	5.1	9	0.9	122	12.2	63,162	14.8
2003	1,118	51	4.6	70	6.3	6	0.5	127	11.4	69,059	15.3
2004	1,286	54	4.2	76	5.9	6	0.5	136	10.6	78,571	16.0
2005	1,524	81	5.3	103	6.8	7	0.5	191	12.5	85,345	16.7
2006	1,539	83	5.4	91	5.9	2	0.1	176	11.4	90,716	17.0
2007	1,569	73	4.7	74	4.7	10	0.6	157	10.0	95,861	17.5
2008	1,710	104	6.1	73	4.3	7	0.4	184	10.8	98,874	17.5
2009	1,716	88	5.1	83	4.8	7	0.4	178	10.4	106,299	18.0
2010	1,840	97	5.3	85	4.6	7	0.4	189	10.3	114,561	18.4
2011	2,058	104	5.1	137	6.7	8	0.4	249	12.1	122,611	18.6
2012	2,184	109	5.0	144	6.6	4	0.2	257	11.8	130,838	19.3
2013	1,941	129	6.6	148	7.6	7	0.4	284	14.6	137,539	20.5
2014	1,920	108	5.6	131	6.8	3	0.2	242	12.6	141,025	21.2

Appendix Table 8: Doctorate Degrees in Economics and All Subjects Awarded to Minority Students 1995-2014

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	3.4	12	2.5	1	0.2	29	6.1	2,768	8.1
1996	475	21	4.4	17	3.6	1	0.2	39	8.2	2,757	8.3
1997	469	12	2.6	15	3.2	2	0.4	29	6.2	3,133	9.1
1998	449	21	4.7	13	2.9	0	0.0	34	7.6	3,525	10.0
1999	415	20	4.8	17	4.1	1	0.2	38	9.2	3,744	10.8
2000	405	18	4.4	16	4.0	0	0.0	34	8.4	3,714	10.8
2001	367	6	1.6	15	4.1	0	0.0	21	5.8	3,875	11.3
2002	365	16	4.4	10	2.7	0	0.0	26	7.1	3,972	11.7
2003	323	8	2.5	18	5.6	1	0.3	27	8.4	4,222	12.0
2004	347	16	4.6	24	6.9	1	0.3	41	11.8	4,723	13.0
2005	328	7	2.1	19	5.8	0	0.0	26	7.9	5,091	13.0
2006	321	16	5.0	17	5.3	2	0.6	35	10.9	5,145	12.6
2007	325	17	5.2	22	6.8	2	0.6	41	12.6	5,897	13.3
2008	384	13	3.4	14	3.6	1	0.3	28	7.3	6,176	13.7
2009	354	7	2.0	13	3.7	0	0.0	20	5.6	6,434	14.1
2010	405	10	2.5	21	5.2	1	0.2	32	7.9	5,897	14.1
2011	411	17	4.1	14	3.4	0	0.0	31	7.5	6,470	14.8
2012	473	14	3.0	15	3.2	0	0.0	29	6.1	7,025	15.4
2013	468	15	3.2	30	6.4	0	0.0	45	9.6	7,607	15.9
2014	422	13	3.1	22	5.2	1	0.2	36	8.5	8,314	16.8

Appendix Table 9: All Economics Degrees and All Subject Degrees Awarded to Minority Students 1995-2014

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	6.4	866	4.9	68	0.4	2,073	11.6	200,726	13.1
1996	16,793	999	5.9	879	5.2	58	0.3	1,936	11.5	211,939	13.7
1997	16,543	927	5.6	889	5.4	63	0.4	1,879	11.4	222,729	14.3
1998	16,984	981	5.8	894	5.3	61	0.4	1,936	11.4	233,842	14.8
1999	17,309	963	5.6	933	5.4	78	0.5	1,974	11.4	245,892	15.3
2000	18,186	1,054	5.8	1,034	5.7	67	0.4	2,155	11.8	262,228	15.8
2001	20,667	1,125	5.4	1,129	5.5	68	0.3	2,323	11.2	276,277	16.0
2002	22,496	1,309	5.8	1,189	5.3	72	0.3	2,570	11.4	289,711	16.2
2003	24,776	1,405	5.7	1,365	5.5	106	0.4	2,876	11.6	309,563	16.5
2004	26,107	1,496	5.7	1,487	5.7	118	0.5	3,101	11.9	332,150	16.8
2005	26,712	1,463	5.5	1,591	6.0	102	0.4	3,156	11.8	349,363	17.1
2006	26,232	1,500	5.7	1,599	6.1	108	0.4	3,207	12.2	367,202	17.4
2007	26,468	1,385	5.2	1,707	6.4	117	0.4	3,209	12.1	384,647	17.7
2008	28,092	1,510	5.4	1,719	6.1	119	0.4	3,348	11.9	399,937	18.0
2009	29,120	1,431	4.9	1,787	6.1	141	0.5	3,359	11.5	417,808	18.2
2010	30,430	1,534	5.0	2,039	6.7	131	0.4	3,704	12.2	442,167	18.7
2011	31,248	1,557	5.0	2,134	6.8	129	0.4	3,820	12.2	473,194	19.1
2012	30,550	1,522	5.0	2,347	7.7	100	0.3	3,969	13.0	511,453	19.9
2013	29,827	1,600	5.4	2,534	8.5	109	0.4	4,243	14.2	544,496	20.9
2014	30,882	1,566	5.1	2,761	8.9	84	0.3	4,411	14.3	566,252	21.6