

the MINORITY REPORT



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ASSOCIATION

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HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND HISPANIC-SERVING INSTITUTIONS ARE A RICH SOURCE FOR THE ECONOMICS PIPELINE

By Rhonda V. Sharpe, *Women's Institute for Science, Equity and Race*, and Omari H. Swinton, *Howard University*

The US Census Bureau projects that by 2060, 57 percent of the US population will identify as racially nonwhite or as ethnically Hispanic.¹ As the United States becomes more racially and ethnically diverse, a diverse population of economists will be crucial to ensuring that economic analysis and policy recommendations are inclusive of the needs of all Americans. As we show below, historically black colleges and universities and Hispanic-serving institutions can be a rich pipeline for building a more inclusive economics field.

WHAT DEFINES HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND HISPANIC-SERVING INSTITUTIONS?

The Higher Education Act of 1965 (as amended) defines a historically black college or university as:

Any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation.



The "prior to 1964" requirement is significant because Title VI of the Civil Rights Act of 1964 made it illegal to discriminate because of color, race, or national origin. Therefore, all institutions of higher education established after 1964 would have been open to blacks.

Unlike historically black colleges and universities or tribal colleges and universities, classification as an HSI is not based on an institution's mission at its point of origin but on whom it serves, which in turn is influenced by the demographics of its location. States with large Hispanic populations are likely to have colleges and universities that meet the criteria for Hispanic-serving institutions. Therefore, classification as an HSI is dynamic, and institutions may have long or short histories qualifying as an HSI.

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THE MINORITY REPORT

Advancing Minority Representation in the Economics Field

The Minority Report is a joint publication of the American Economic Association's Committee on the Status of Minority Groups in the Economics Profession (CSMGEP), the American Society of Hispanic Economists (ASHE), and the National Economic Association (NEA). Published annually, The Minority Report showcases the people, programs, research, and activities of the three groups, which together help to increase the representation of minorities in the economics profession.

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

was established by the American Economic Association (AEA) in 1968 to increase the representation of minorities in the economics profession, primarily by broadening opportunities for the training of underrepresented minorities. CSMGEP, which is composed of economists from all areas of the profession, also works to ensure that issues related to the representation of minorities are considered in the work of the AEA, and engages in other efforts to promote the advancement of minorities in the economics profession.

www.aeaweb.org/about-aea/committees/csmgep

American Society of Hispanic Economists (ASHE)

established in 2002, is a professional association of economists who are concerned with the underrepresentation of Hispanic Americans in the economics profession at a time when Hispanics represent more than 16 percent of the US population.

www.asheweb.net

National Economic Association (NEA)

was founded in 1969 as the Caucus of Black Economists to promote the professional lives of minorities within the profession. In addition to continuing its founding mission, the organization is particularly interested in producing and distributing knowledge of economic issues that are of exceptional interest to promoting economic growth among native and immigrant African Americans, Latinos, and other people of color.

www.neaecon.org

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HISPANIC-SERVING INSTITUTIONS ARE GROWING

The number of HSIs that awarded bachelor's degrees increased from 201 in 2006 to 412 in 2015 (Table 1).² While HBCUs remained 3 percent of institutions that conferred a bachelor's degree, HSIs increased from 7 percent in 2006 to 13 percent in 2015.³

Of black undergraduate students, the share enrolled at HBCUs decreased from 12 percent in 2006 to 9 percent in 2015 (Table 2). However, the share of blacks enrolled at HSIs increased to 13 percent in 2015 from 10 percent in 2006. The share of Hispanics enrolled as undergraduates at HSIs was 45 percent in 2015, down from 47 percent in 2006. The share of Hispanics enrolled at an HBCU was less than 0.5% in 2006 and 2015.

HBCUs and HSIs enroll a disproportionate share of blacks and Hispanics. HBCUs were 3 percent of the institutions that awarded bachelor's degrees in 2006 and 2015, but they enrolled 12 percent of black undergraduates in 2006 and 9 percent in 2015. HSIs enrolled nearly half of all Hispanic undergraduates in 2006 and 2015, but they were 7 percent of the institutions that awarded bachelor's degrees in 2006 and 13 percent in 2015.

HSIs AND HBCUs FEED THE PIPELINE TO ECONOMICS DEGREES

HSIs and HBCUs are important contributors to the economics doctorate pipeline. Students completing the doctorate in economics come primarily from three undergraduate disciplines. The top fields feeding the economics doctorate pipeline are economics, math, and business. HBCUs conferred 13 percent of the economics bachelor's degrees earned by blacks in 2006 and 15 percent in 2015 (Table 3). They conferred approximately 30 percent of the math/statistics degrees earned by blacks in both 2006 and 2015. HSIs conferred nearly half of the business degrees earned by Hispanics in 2015, up from 12 percent in 2006. In 2015, HSIs conferred nearly 10 percent of the math/statistics degrees earned by blacks and nearly 40 percent earned by Hispanics.

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TABLE 1. Distribution of Bachelor's Degrees in 2006 and 2015

Institution Type	2006		2015	
	Number	Percent	Number	Percent
Predominantly White Institutions	2,763	90	2,707	84
Historically Black Colleges & Universities	99	3	99	3
Hispanic-Serving Institutions	201	7	412	13
Total	3,063	100	3,218	100

Source: Authors' calculations using IPEDS Enrollment Survey. <https://ncesdata.nsf.gov/webcaspar/>

TABLE 2. Enrollment by Institution Type, 2006 and 2015

2006	Black (%)	Hispanic (%)
Predominantly White Institutions	79	53
Historically Black Colleges & Universities	12	0.2
Hispanic-Serving Institutions	10	47

2015	Black (%)	Hispanic (%)
Predominantly White Institutions	78	54
Historically Black Colleges & Universities	9	0.4
Hispanic-Serving Institutions	13	45

Source: Authors' calculations using IPEDS Enrollment Survey. <https://ncesdata.nsf.gov/webcaspar/>

TABLE 3. Business, Economics, and Math/Statistics Degrees Conferred in 2006 and 2015

	Business			Economics			Math/Statistics		
	Black (%)	Hispanic (%)	Total (%)	Black (%)	Hispanic (%)	Total (%)	Black (%)	Hispanic (%)	Total (%)
Predominantly White Institutions									
2006	83	88	97	83	88	97	64	68	93
2015	75	54	85	77	72	91	62	60	89
Historically Black Colleges and Universities									
2006	13	0	1	13	0	1	33	1	2
2015	15	0	2	10	0	1	29	1	2
Hispanic-Serving Institutions									
2006	4	12	2	4	12	2	3	31	4
2015	9	46	13	13	28	9	9	39	9

Source: Authors' calculations using IPEDS Completions Survey by Race. <https://ncesdata.nsf.gov/webcaspar/>

Combined, HSIs and HBCUs conferred approximately 1 in 10 of the business, economics, and math and statistics degrees in 2015.

HBCUs CONFER MORE MATH THAN ECONOMICS DEGREES, HSIs JUST THE OPPOSITE

Despite the rhetoric that blacks and Hispanics lack the quantitative skills to complete a doctorate in economics, HBCUs conferred more math and statistics degrees than economics degrees (Table 4). HSIs, in contrast, conferred more economics degrees to blacks and Hispanics than math.

Our analysis suggests that building formal sustainable partnerships with HBCUs and HSIs would be a viable way to increase the representation of black and Hispanic economists. Over the years, the economics profession has had formal and informal partnerships with historically black colleges and universities and Hispanic-serving institutions. North Carolina A&T State University, an HBCU in Greensboro, assisted with recruiting and evaluating applicants when Duke hosted the AEA's Summer Program. In 2016, summer program host institutions UC Santa Barbara and the University

of New Mexico were Hispanic-serving institutions.⁴ Therefore, partnering with HBCUs and HSIs would not be a new venture.

We suggest the following as examples of partnerships and efforts that require minimum resources to sustain:

- 1 Joint AEA-ASHE-CSWEP-NEA student chapters in regions with a concentration of black and Hispanic students—for example, in Atlanta, DC, Chicago, Dallas, Greensboro-Research Triangle, Los Angeles, and San Francisco.
- 2 Focused efforts to increase the number of black and Hispanic students who are members of the AEA, ASHE, CSWEP, and NEA.
- 3 AEA summer program recruitment targeted at HBCUs and HSIs.
- 4 An AEA-sponsored HBCU-HSI lecture series that would provide opportunities for faculty from HBCUs and HSIs to present at predominantly white institutions and vice versa. The lecture series provides participating faculty with an opportunity to diversify their student and faculty interactions.
- 5 Faculty exchange programs to encourage and support partnerships between HBCUs, HSIs, and

TABLE 4. Number of Economics and Math Majors, 2006 and 2015

		Black		Hispanic	
		Math	Economics	Math	Economics
Predominantly White Institutions					
	2006	540	1,142	597	1,254
	2015	623	1,267	1,145	2,021
Historically Black Colleges and Universities					
	2006	278	185	8	0
	2015	286	158	10	1
Hispanic-Serving Institutions					
	2006	29	52	276	167
	2015	88	211	754	774
Total					
	2006	847	1,379	881	1,421
	2015	997	1,636	1,909	2,796

Source: Authors' calculations using IPEDS Completions Survey by Race. <https://ncesdata.nsf.gov/webcaspar/>

predominantly white institutions in the same city that allow faculty to teach economics courses at the each other's institution. An excellent model is Howard University's economics department partnership with the Federal Reserve Board.

Our analysis suggests that building formal sustainable partnerships with HBCUs and HSIs would be a promising way to increase the representation of black and Hispanic economists. ■

¹ Sandra L. Colby and Jennifer M. Ortman, "Projections of the Size and Composition of the U.S. Population: 2014 to 2060." Current Population Reports (Washington, DC: US Census Bureau, March 2015), www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf.

² US Department of Education, "Accredited Postsecondary Minority Institutions" (2007), www2.ed.gov/about/offices/list/ocr/edlite-minorityinst-list-hisp-tab.html.

³ In 2006, St. Phillips College, a two-year HBCU, was also an eligible HIS. For consistency, St. Phillips is counted as an HBCU in the table.

⁴ US Department of Education, "List of FY 2016 Eligible Hispanic-Serving Institutions" (2016), www2.ed.gov/about/offices/list/ope/ides/hsi-eligibles-2016.pdf.

AN ECONOMIST WHO HAS LEARNED TO CHALLENGE CONVENTION

Art Goldsmith

Jackson T. Stephens Professor of Economics, Washington & Lee University



Art Goldsmith is a closet sociologist. At least that's what his daughter tells him. The Washington & Lee labor economist has for many years used psychology, sociology, and history in his research and teaching in addition to economics. He finds the boundaries between most of the social sciences to be artificial and problematic.

"When I teach economics and conduct research, I draw on insights that can help me get a richer understanding of the questions we are exploring. I don't worry about the discipline credited with advancing those ideas," Goldsmith says.

Often those questions involve issues of race and the labor market. Goldsmith, who grew up as the son of working-class Jewish immigrants outside Washington, DC, was drawn to studying questions of race because of his father, who imbued in Goldsmith a structural understanding of the extreme poverty in the low-income black neighborhoods near where the family lived in the 1950s.

"My dad's explanation at the time was that black Americans faced even more discrimination than Jews and immigrants," he said.

Along with his older brother, Goldsmith was the first in his family to go to college. As immigrants, his

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Our family motto
is, you are not
here to critique
how other
people live, but
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takes you.”

parents saw the world as not always just and fair. "They believed education was the best hope for a better life."

Goldsmith says his parents taught him and his two brothers that "in a world in which Jews were stereotyped, in many ways the best thing we could do was acquire enough formal schooling that would overcome any negative stereotypes we would face."

But when he got to graduate school and began studying economics, Goldsmith said, his father's view of race and poverty contradicted the conventional view being taught at prestigious graduate programs at the time—namely, that the poor are poor because they "failed to have the foresight or talent to acquire sufficient human capital—education—to succeed," he said. And that "African American communities were somehow dysfunctional or flawed because youth did not acquire enough schooling."

"I learned this, but I was skeptical about it. I kept thinking why would parents or kids not want to obtain the attributes that would increase chances for success?"

After joining the economics faculty at the University of North Carolina at Chapel Hill, he met his colleague William "Sandy" Darity, whom Goldsmith admired for his commitment to reading widely beyond economics and his willingness to critique conventional beliefs in economics. Shortly thereafter Goldsmith followed suit and began challenging standard explanations for racial gaps in life outcomes.

He and Darity began to collaborate on papers with a focus on issues of race and socioeconomic mobility. The pair used insights from other disciplines,

examining, for example, the social and psychological consequences of unemployment, arguing that joblessness had both economic and emotional costs.

Goldsmith's work went on to challenge some of the prevailing stereotypes about African Americans and the labor market. For instance, the relatively high rate of unemployment blacks experience could be due to prior discrimination that led to joblessness, which subsequently caused emotional strains, making them less attractive workers to potential employers. Moreover, employers might adhere to this perspective even though jobless African Americans may be more resilient to the emotional consequences than whites. His current work focuses on the role of the family in explaining life course outcomes.

While he likes economics for its analytical structure and the associated hypotheses, these are also the same things that can get the profession into trouble. "It can be very stuck in a set of conventions or standard stories," he said. "These things have generally been helpful, but young scholars should be encouraged to think of these as stories and always be willing to think very carefully, and challenge them when necessary." Especially around race, these stories can be very stigmatizing and at times racist, he says.

"If you want to tell a story where you are racializing things, you need to begin with a hypothesis that is grounded in a reasonable explanation for why there might be a difference in racial outcomes. This is very important since race is a social construct. I'm opposed to the notion of simply saying 'in this study we controlled for race.'"

Goldsmith tries to teach in ways that honor the important insights from other disciplines, not as a way of undermining economics, but as a way of enriching it.

Economics students, he says, will always get plenty of formal modeling experience, but they don't always get enough practice engaging in critical thinking. He uses his class time and mentoring with students to help them tackle tough topics and engage in deep thinking and listening.

Goldsmith tries to pass on those principles to his own children. "Our family motto is, you are not here to critique how other people live, but instead to learn from them and see where it takes you." ■

PROUST QUESTIONNAIRE

A salon and parlor game of the 19th century, made most famous by Marcel Proust's answers, the Proust Questionnaire (adapted here) gets to the heart of things...

▶ **What's on your nightstand?**

The New Yorker.

▶ **What is an ideal day?**

Swimming in the ocean, playing a little golf, listening to some music, doing some social science.

▶ **What historical figure do you most identify with?**

Martin Luther King, Jr. Just because of his focus on social justice and because my kids hold my feet to the fire on that on a daily basis.

▶ **What trait do you most deplore in other people?**

False confidence.

▶ **What trait do you most admire in other people?**

Curiosity and self-reflection, and a willingness to recognize the error in your ways.

▶ **What is your greatest extravagance?**

I raised my kids about a third of their lives on the Gold Coast of Australia.

▶ **What do you consider your greatest achievement?**

Raising two young adults who are now doing meaningful work. They are respectful, loving people who are out there enriching the world, as opposed to only drawing things from it. My wife was a huge partner in that.

▶ **Who's your favorite hero of fiction, movies, or music?**

Jerry Garcia of the Grateful Dead. What I like most about his music was that it changed all the time. It wasn't set in its way. That flexibility is a good thing to carry into your work.

▶ **Mountain or beach vacation?**

Beach

▶ **Maynard Keynes or Milton Friedman?**

Keynes

▶ **What's the hardest thing you've ever done?**

Get through graduate school.

MOBILE TECHNOLOGY AS A TOOL FOR ECONOMIC INCLUSION

By Luisa Blanco Raynal, Pepperdine University, and Salvador Contreras, University of Texas Rio Grande Valley

Last year was a milestone in mobile phone access—it was the first year that smartphone coverage in the United States surpassed in-home broadband coverage. In 2016, 77 percent of individuals owned a smartphone while 73 percent had broadband at home.¹ The Pew Research Center reports that 95 percent of individuals in the United States now own a mobile phone, and 77 percent own a smartphone.²

Access to mobile phones is fairly evenly shared across groups. As we show below, mobile technology is opening doors to information and markets for all racial and ethnic groups in the United States.



MORE MOBILE PHONES THAN INTERNET FOR AFRICAN AMERICANS AND HISPANICS

The data on computer ownership shown here are from the American Community Survey in 2015. The survey asks if any member of a household owns any computers. The options include hand-held computers and smartphones (henceforth both are referred to as smartphones here).³

Asians have the greatest access to computers at home, at 96 percent, and African Americans the lowest, at 85 percent (Table 1). African Americans (70 percent) and Hispanics (75 percent) were least likely to have an internet subscription.

A simple back-of-the-envelope calculation indicates that African Americans have a 60 percent probability of living in a household with a computer that has an internet subscription. For Hispanics, the probability is 66 percent. This compares to 76 percent for non-Hispanic whites.

African Americans are least likely to own a smartphone (70 percent) (Table 1). Interestingly, whites and Hispanics are just as likely to own a smartphone. However, for

15 percent of Hispanics, their smartphone is the only computer in the household (compared with 6 percent for whites). Both African Americans and Hispanics are more likely to only have handheld devices as their primary means of accessing the internet.

MOBILE BANKING COULD NARROW THE BANK ACCESS GAP FOR BLACKS AND HISPANICS

One area in which mobile technology seems to boost economic inclusion is banking. In 2015, African American, Hispanic, and Asian households were less likely to have a bank account than non-Hispanic whites, by 16, 14, and 1 percentage points, respectively (Table 2).⁴ Bank accounts are associated with lower transaction costs and better financial management practices. Having a bank account is considered a first step in any form of asset building in the formal financial sector.

On the other hand, there is a much narrower gap in mobile phone ownership among the unbanked and underbanked. African Americans and Hispanics are only

2 percentage points less likely to own a mobile phone than non-Hispanic whites. Asians' mobile phones ownership is similar to whites'.

Relatively few people (approximately 30 percent) use mobile banking. Nonetheless, mobile banking use is similar across racial and ethnic groups, with only a 2-3 percentage point difference between groups (Table 2).

Mobile banking has brought many unbanked people to the formal financial sector in developing countries. Promoting mobile banking could thus be an opportunity for financial institutions and policymakers to increase minorities' participation in the US formal financial sector. Mobile technology can also facilitate economic inclusion by enhancing access to the labor market, health information, transportation, and shopping. Mobile technology facilitates economic transactions and will continue to drive innovation and provide opportunities to those who have been excluded from more traditional transactions. ■

TABLE 1. Access to Technology, 2015

	Computer in Household ^a (%)	Computer Owners with Internet Subscription ^a (%)	Owns Smartphone ^b (%)	Owns Smartphone Only ^b (%)
White Alone (not Hispanic or Latino)	91	84	75	6
Black or African American Alone	85	70	70	14
Hispanic or Latino Origin (of any race)	88	75	76	15
Asian Alone	96	91	87	4

^a American Community Survey 2015.

^b Calculated by Lewis using ACS 2015 data. Jamie Lewis, "Handheld Device Ownership: Reducing the Digital Divide?" SEHSD working paper 2017-04. (Washington, DC: US Census Bureau Library, 2017).

TABLE 2. Traditional and Mobile Banking Access, 2015

	Bank Account Ownership (%)	Mobile Phone Ownership (%)	Mobile Banking Use (%)
White Alone (not Hispanic or Latino)	97	91	30
Black or African American Alone	81	89	27
Hispanic or Latino Origin (of any race)	83	89	28
Asian Alone	96	92	33

Source: FDIC, "National Survey of Unbanked and Underbanked Households" (Washington, DC: FDIC, 2015), <https://www.fdic.gov/householdsurvey/>

Percentages estimated using household level weights.

¹ Aaron Smith, "Record Shares of Americans Now Own Smartphones, Have Home Broadband" (Washington, DC: Pew Research Center, 2017), www.pewresearch.org/fact-tank/2017/01/12/evolution-of-technology/

² A smartphone is different from a mobile phone because it has an enhanced power and advanced capabilities similar to those of computers. Pew Research Center, "Mobile Fact Sheet," www.pewinternet.org/fact-sheet/mobile/

³ C.L. Ryan and K. Bauman, "Comparison of Data on Computer and Internet Use in the American Community Survey and the Current Population Survey: 2013." SEHSD working paper 2017-11. (Washington, DC: US Census Bureau, 2017), www.census.gov/content/dam/Census/library/working-papers/2017/demo/SEHSD-WP2017-11.pdf

⁴ Data are from the 2015 National Survey of Unbanked and Underbanked Households collected by the Federal Deposit Insurance Corporation through the Current Population Survey.

A HUGE ASSET: A LABOR ECONOMIST ON THE CONTRIBUTIONS OF IMMIGRANTS

Catalina Amuedo-Dorantes

Professor of Economics, San Diego State University



As a professor at San Diego State University, Catalina Amuedo-Dorantes often has students in her economics courses whose parents came to this country as migrant workers.

"I teach economics of immigration, and it is a self-selected group of students who choose those classes," she said.

Some, she says, are "DACA kids" or participants in the Deferred Action for Childhood Arrivals program, which allows children of undocumented immigrants to attend school and to work.

"Being Hispanic and living in a border region like San Diego, you are exposed to these issues firsthand, every day," she says. "And you learn so much."

As a labor economist, Amuedo-Dorantes studies the impact of immigration policy, particularly immigration enforcement, on immigrant families and their communities. It is work that has become all the more relevant under the Trump administration. She says she is quite concerned about recent rhetoric and new policies that overlook the important contributions

that "vulnerable groups make to the fabric of American society."

"It's a huge oversight," she said. "Many times we are blinded by the cost of accepting someone, but

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Being Hispanic and living in a border region like San Diego, you are exposed to these issues firsthand, every day.

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we really don't look further and say: 'What are the contributions of these individuals?' Many of them are young people who are going to be contributing to the workforce and the economy. That's a huge asset. A lot

of economies, including Japan and many Western countries, wish they had that."

Her most recent work has focused on the effects of immigration policy, ranging from in-state tuition for undocumented immigrants, DACA and SB 1070 in Arizona, to intensified interior immigration enforcement. Of particular interest to her are the children of undocumented immigrants, who make up almost 8 percent of all US-born children. In her work, she finds that intensified immigration enforcement can have significant and adverse effects on the children, most of them US-born, and their families. Intensified immigration enforcement has made many US-born children with undocumented parents more likely to repeat a grade and to drop out of school. They are more likely to live in shattered families and be exposed to poverty.

As an immigrant herself, Amuedo-Dorantes also has a special understanding of how hard it is to come to a new place and make a new life, although she is grateful for having been able to do so in a very different set of circumstances to those encountered by the migrant

population she studies. She came to the United States from Spain for the first time as a teenage exchange student, coming straight from Seville to Grand Rapids, Michigan, at the age of 16. "It was cold and I was in culture shock," she said. This perspective informed her choice to study migration.

Amuedo-Dorantes was born in Seville and grew up in Cordoba, Spain, in a family of four children. She chose to study economics, she said, because of her father. He was an engineer, a career she was interested in, but he convinced her to study economics because of its wider employment prospects.

The opportunities she had to study abroad greatly enriched her worldview and her career, she said. She studied in Poitiers, France (through the Erasmus exchange program), and later at Western Michigan University, where she earned her PhD. She had incredible teachers and mentors who supported her and influenced her work, she said. Her dissertation focused on temporary employment in Spain. Susan Houseman, at the Upjohn Institute for Employment Research, was her main adviser. Later, she would collaborate closely with Susan Pozo, who is now the president-elect of ASHE. The two worked on issues related to international economics that would lead them to study international capital flows (remittances) and labor (migration).

Settling in San Diego, she says, has helped her feel at home in the US. Its warm climate and cultural mix remind her of Spain. Her husband's family is Mexican, and they are parents to two young sons, whose lives she feels are greatly enriched by their cultural background and the diversity of their community.



Balancing work and motherhood, she said, has been "tough and is still tough." She had children later in life and was already a full professor. But still, she advises young economists not to delay parenthood for their careers if it's something they value,

especially for women, she said. "You can always publish an article later on. You can't always have kids later on."

"There are certain things in life that are not worth postponing." ■

PROUST QUESTIONNAIRE

A salon and parlor game of the 19th century, made most famous by Marcel Proust's answers, the Proust Questionnaire (adapted here) gets to the heart of things...

- ▶ **What's on your nightstand?**
My iPhone. I like to listen to podcasts at the end of the day. Usually international news.
- ▶ **What is your greatest extravagance?**
I'm really not that extravagant.
- ▶ **What do you consider your greatest achievement?**
My kids and family.
- ▶ **Who's your favorite hero of fiction, movies, or music?**
I don't really have one. But the person I admire the most is my dad.
- ▶ **Mountain or beach vacation?**
Beach. Totally beach. I love Hawaii.
- ▶ **Maynard Keynes or Milton Friedman?**
Keynes
- ▶ **What trait do you most deplore in other people?**
Selfishness. People who put themselves before others.
- ▶ **What trait do you most admire in other people?**
Kindness, in terms of time and listening; helpfulness.
- ▶ **What's the hardest thing you've ever done?**
Leaving Spain (every time!), raising my kids and saying goodbye to my dad.

VOICES FROM THE FIELD: DIVERSITY IN ACADEMIC ADMINISTRATION

By Marie T. Mora, University of Texas Rio Grande Valley, director, AEA Mentoring Program

Blacks and Hispanics are underrepresented on college campuses, among both students and faculty. And in high-level, high-impact academic administrative positions, their underrepresentation is particularly acute.

Following up on the engaging discussion by the NSF-funded panel on this topic at the 2016 AEA Summer Mentoring Pipeline conference, I recently talked with the panelists about their perspectives and experiences—Adela de la Torre, vice chancellor for student affairs and campus diversity at the University of California Davis; Havidán Rodríguez, president of the University at Albany, SUNY; and Cecilia Rouse, dean of the Woodrow Wilson School of Public and International Affairs, Princeton University.



Adela de la Torre, vice chancellor for student affairs and campus diversity, University of California Davis

Adela de la Torre credits earlier administrative and leadership positions with helping her reach her current position, which she has held since 2012. Her first administrative position was a department chair. But, she notes, there are other avenues, including leadership roles in externally funded projects (which have the added advantage of budget oversight experience), professional academic associations and boards, faculty governance, and committee work.

Early-career opportunities (such as leadership roles on committees) allow a person to “test the waters,” she says, because “administrative positions are not for everyone.” These positions also provide opportunities to test one’s aptitude to work through conflicts, which are inevitable in any administrative or leadership role.

Diversity is important in academic leadership, she says, because “most leadership positions, especially at the highest levels, are held by non-Hispanic white

men, so we end up with overwhelmingly similar perspectives at the top.”

As the student base diversifies, having diversity at the top is even more imperative. “When we do not have the full story,” she says, biases can make their way into policies affecting our students.

She also admits that as a Latina economist, she has encountered unique challenges and setbacks, including those related to implicit bias, as she does not fit the stereotype of a “typical” economist or academic administrator.

“Others in the room often view you as an outsider. One might be expected to be the spokesperson to represent certain groups. This can create some tension among the leadership team as I must constantly renegotiate relationships to alleviate the tension that results from switching these distinct roles.”

For those interested in pursuing an academic administrative career, de la Torre recommends doing some homework and getting engaged “sooner rather than later.” She encourages faculty to take part in a leadership training program before taking on a major leadership or administrative role. Without it, she says, jumping into a leadership position “can backfire or leave a bad taste if you’re not ready.”

Even if an administrative position isn’t on the horizon, it helps to be prepared because “some opportunities may come up quickly.”



Havidán Rodríguez, president,
University at Albany,
State University of New York

Havidán Rodríguez, a native of Arecibo, Puerto Rico, acknowledges that the path to his current position as president of the University at Albany, SUNY, has been “a long, interesting, challenging, but tremendously rewarding journey.”

His first administrative position was as assistant director of the Department of Social Sciences during the very first few years of his tenure at the University of Puerto Rico-Mayagüez, a position he accepted essentially as a favor to the then-director, who was “an outstanding mentor and colleague.” While he had no orchestrated plan early on, most of his administrative positions occurred as a consequence of the work he was doing at the time.

Rodríguez firmly believes that “leading by example is a critical mantra.” Furthermore, maintaining an active and productive research/scholarly portfolio was instrumental in solidifying his administrative skills and experiences, and in opening new doors to other administrative positions. He has also focused on developing strong leadership teams, as well as promoting coordination, collaboration, and communication.

For Rodríguez, diversity is important in academic leadership, “because we live in global and very diverse communities, and colleges and universities must reflect this diversity at all levels, and especially in senior administrative positions.”

For de la Torre, her proudest achievement in her current position is that UC Davis is purposely becoming a Hispanic-serving institution. “We have actively found ways to significantly increase the representation of underrepresented minority groups among our students,” she says, “and we have been able to use data to show that contrary to some initial concerns expressed by certain members of our campus community, our standards were not compromised by doing so.”

“Diversity enhances the worldview of our institutions,” he says. “It provides different experiences and perspectives, new ideas and new ways of thinking that help us transform our institutions to better serve our students, our adjacent communities, and society in general. In my view, diversity and excellence go hand in hand and are mutually reinforcing.”

As minority populations continue to grow, he says, “it is imperative that we continue to see a growing representation of these individuals in leadership positions where they can make a difference and have positive impacts in higher education and beyond.” More diversity in senior ranks, he adds, creates excellent role models.

There is no standard handbook for becoming an active, engaged, and effective administrative leader, he says, and he believes most should wait until they have tenure to begin the climb. Mentors, he says, will be important as well, especially when facing the inevitable challenges and obstacles along the path.

Rodríguez’s proudest achievement, he says, is the success of students.

“My proudest achievement takes place at every commencement ceremony when we see the students who have worked so hard, have made so many sacrifices, and have struggled, but they achieved one of their goals, obtaining a college degree.”

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Cecilia Rouse, dean,
Woodrow Wilson School of Public
and International Affairs,
Princeton University

For Cecilia Rouse, diversity in academic leadership and life in general is critical because “those who view the world from a different perch enrich any endeavor, whether that be a group project, a classroom discussion, or decision making at the highest levels.”

“I’ve served two presidents in the White House, and I can tell you that often the solution to a particular problem came from someone who thought outside of the box because they could draw on an unusual or different kind of experience than the rest of the people in the room.”

Rouse believes that diversity in academia is “especially important because it’s all about learning new things, pushing forward the frontiers of knowledge. Many of the problems in this world are longstanding such that solutions only come by approaching the problems differently, creatively.”

Diversity in academic leadership, she says, means there are people making important decisions who not only have a different worldview, but also serve as role models to students from all kinds of backgrounds.

In terms of her own perspective of not fitting the “typical” profile of an academic administrator, she acknowledges the hurdles. “Do I believe I have had to work harder being female and black in the economics

profession? Absolutely! I’m not blind to that. However, I also don’t dwell on it, but rather keep trying to pursue those research and teaching interests I love and doing the best job I know how.”

She admits that while she had “some inkling” she might enjoy academic administration, she did not set out to become an administrator. Instead, she sees the current role as an extension of her career as an academic.

For colleagues who might be interested in pursuing an academic administrative career, she says to first become a successful faculty member. Participating in committees and developing an understanding of the typical issues in an academic institution is helpful, she says, but one can also learn those skills on the job. For those interested in working more closely with students, achieving tenure is not as critical. For those positions, apply as the opportunities arise, she advises.

One of Rouse’s proudest achievements as an academic administrator was the result of some hard decisions in lean times. “When I was first appointed dean of the Woodrow Wilson School, there was a budget problem. I am proud of the fact that we were able to address it by making some difficult decisions, prioritizing, and being generally strategic in our decision making. And we did not have to sacrifice important priorities such as paying tuition and a stipend to our graduate students.” ■

IT TAKES MORE THAN HARD WORK ALONE

Gary “Hoov” Hoover

Professor and Chair, Department of Economics, University of Oklahoma



Stepping into the boxing ring isn't something that many economists can say they've done. Nor can they say they've had their bell rung by an aspiring Olympic boxer. Gary “Hoov” Hoover can.

Hoover was a boxer at a Milwaukee community center and joined the Army right after graduation. “I wasn't quite convinced that I was quite the scrub that I actually am,” he said.

Stationed at the base in Fort Carson, Colo., home to the Olympic training grounds for boxers, he continued to spar—and got his clock cleaned by an Olympic contender. “He hit me really hard,” Hoover said recently from his office in Norman, Oklahoma. It would toughen him up for his graduate school days at Washington University in St. Louis.

“That was a bloodbath,” he says of his time studying for his PhD. “They really beat me up.”

Hoover had become interested in economics as a teen. “I had a mother who worked a couple of jobs,” he said. “She always said, if you work hard, you'll make something of yourself.”

But as Hoover watched his mother juggle those jobs, he began to understand that something was wrong with that story. “No one works as hard as my mother,” he said, “and yet we

were always broke. Clearly this idea of working hard wasn't enough.”

His high school social studies teacher encouraged him to take economics, and it was there that the light bulb clicked on.

“
Why isn't
hard work
alone
enough?”

“I said aha! This makes more sense.” He was learning how the labor market worked and realizing that “there's a whole class of better-paying jobs that my mother and I weren't ever going to have access to, no matter how hard we worked, because we didn't have the skill set.”

“I realized then, It's time for the kid to go to college.”

After he was discharged from the Army, he returned to Milwaukee. With

money from the GI Bill, he enrolled at the University of Wisconsin-Milwaukee.

The Army made him realize that he did not want a future being “bossed around by incompetents,” so graduate school was looking better and better. His adviser pushed him toward a PhD in economics, even though he wasn't sure that math was his thing.

“I'm not one of those quant guys,” he says. “It takes me twice as long to get it, and Wash U was known as being a quant house. They crank it out. I should not have been there.”

But he drew on what he'd learned in the boxing ring and in the Army and stuck with it. Both, he said, taught him to “endure the pain and get through it. It certainly wasn't innate intelligence. I just worked hard.” He earned his PhD in 1998 and is now a full professor at the University of Oklahoma.

In many ways, Hoover's research today returns again to that question he pondered in high school: Why isn't hard work alone enough?

For decades, the argument was that a rising tide lifts all boats. Any policy that helps the economy grow aids the poor and working class, the theory goes, and then those groups can

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benefit from their own hard work in jobs created by the growing economy.

Yet, while the benefits may trickle down to the bottom slots, it's still only a trickle by the time it reaches the bottom. A lot of water has been siphoned off along the way.

"People say this policy will, on average, help the economy. But the average hides a lot. It could be because the top is helped but the bottom is hurt, yet on average it looks ok. So we need to ask, how will different groups be affected? Where does the majority of the benefit—or the majority of the hurt—go?"

"Everyone may be benefiting," he said, "but if 99 percent of the benefits are accruing at the top and the remaining 1 percent are left to be

divvied up, then we should question that policy."

After all, despite the spoils, we're all in this together, he believes. "If we're all in a rowboat and there's a hole, it doesn't matter what side the hole is on. Eventually it'll sink us all."

More recently, he has turned his attention to a very different pursuit: ethics in the economics profession. It started when he was reviewing a journal submission and realized that the language sounded awfully familiar—because it was his own. He had been plagiarized. He alerted the journal editor and figured the plagiarizing scholar "was toast." But, he said, "nothing happened to him in the end."

It was enough to make Hoover wonder how widespread the practice

was. It turns out that it happens a lot. And it's not just plagiarism but also intimidation, coercion, and extortion.

"An untenured guy is getting ready for tenure and a tenured professor pressures him to add his name to a paper or he will vote 'no' on the tenure decision. It happens more times than you think in this field," Hoover said.

Hoover's work is not always readily accepted by economics audiences, because many find it hard to believe this kind of coercion and corruption actually happens in their field. "By the time I'm done [presenting], they're saying, 'Never invite that guy again.'"

That might be why in his spare time, Hoover writes fiction. "Unpublished," he says. So far anyway. ■

PROUST QUESTIONNAIRE

A salon and parlor game of the 19th century, made most famous by Marcel Proust's answers, the Proust Questionnaire (adapted here) gets to the heart of things...

► **What's on your nightstand?**

The Great Gatsby. I always thought I liked Hemingway more; now I'm convinced of it.

► **What is an ideal day?**

Lounging, by which I mean playing golf all day. Yeah, all day.

► **What historical figure do you most identify with?**

He's not historical yet, but my former dean. He taught me everything I know about leadership.

► **What trait do you most deplore in other people?**

Lying, especially when I know it.

► **What trait do you most admire in other people?**

Compassion.

► **What is your greatest extravagance?**

Cars. I have two cars and don't need any of them.

► **What is your airport vice?**

Sneaking into the executive lounge. Give me a 40-minute layover and I'm trying to sneak in—mainly because they won't let me in.

► **What do you consider your greatest achievement?**

Being nice in the face of people being rotten to me.

► **Mountain or beach vacation?**

Unless the beach has a golf course, I'm not interested.

► **Maynard Keynes or Milton Friedman?**

Keynes.

► **What's the hardest thing you've ever done?**

Getting out of grad school. Yeah.

THE ECONOMICS PROFESSION'S UNIQUE PROBLEM WITH DIVERSITY

By Amanda Bayer, Swarthmore College

In an industry of knowledge creation, inclusion means making personal and intellectual space for diverse scholars and approaches. So how well does the economics profession do? That's the question CSMGEP and CSWEP raised during their joint panel session at the 2017 ASSA/AEA meetings.

On the panel, "Best Practices in Recruiting and Mentoring Diverse Economists," David Laibson (Harvard University), Terra McKinnish (University of Colorado), Marie Mora (University of Texas Rio Grande Valley), Rhonda Sharpe (Women's Institute for Science, Equity and Race), and David Wilcox (Federal Reserve Board) spoke about what motivates their organizations' commitment to diversity and inclusion and offered specific recommendations to others wanting to improve their recruiting and mentoring practices.

A growing body of evidence indicates the benefits of changing the conduct of economics departments and classrooms.¹ This panel event and projects such as the CSMGEP-sponsored Diversifying Economic Quality (Div.E.Q.) reduce demand-side barriers to diversity in the profession by helping economists understand and address the disparate effects of their implicit attitudes, institutional practices, and habits. Such initiatives are important complements to the high-quality programs that CSMGEP and others offer to support women and underrepresented minorities at various stages of their careers.

Leading economists in the majority to examine their personal, organizational, and disciplinary biases benefits diverse economists by directly improving recruitment,

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FIGURE 1. Percentage of Academic Articles in the Social Sciences Containing the Word *Racism*, by Discipline

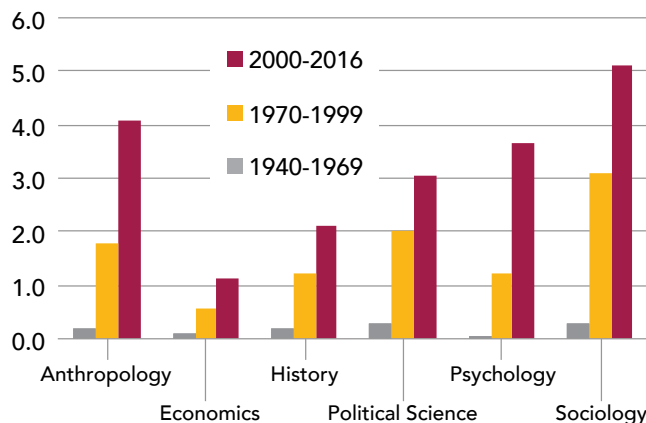
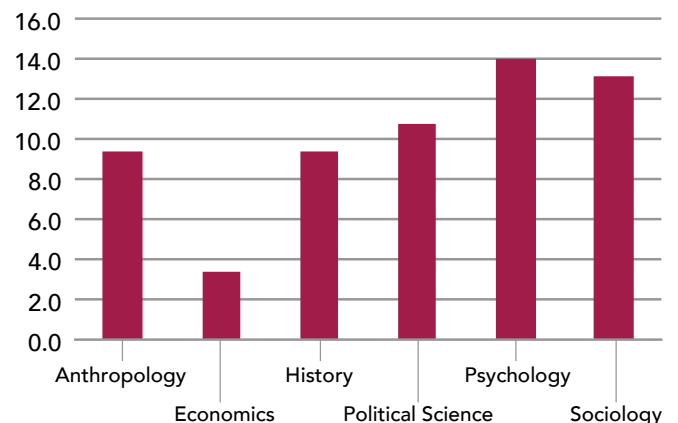


FIGURE 2. Percentage of PhDs in the Social Sciences That Underrepresented Minorities Earned (1995-2015), by Discipline



Notes: Figure 1 reports JSTOR counts by discipline of English-language journal articles containing the word *racism* as a percentage of all English-language articles in the discipline, for each time period. Figure 2 reports authors' calculations from the Integrated Postsecondary Education Data System (IPEDS) at the National Center for Education Statistics. "Minorities" are members of underrepresented minority groups using the IPEDS historical classification—Hispanic or Latino (non-Hispanic), American Indian or Alaska Native, and (non-Hispanic) Black or African American.

FIGURE 3. Percentage of PhDs Earned by Women (1966-2015) and Minorities (1995-2015)

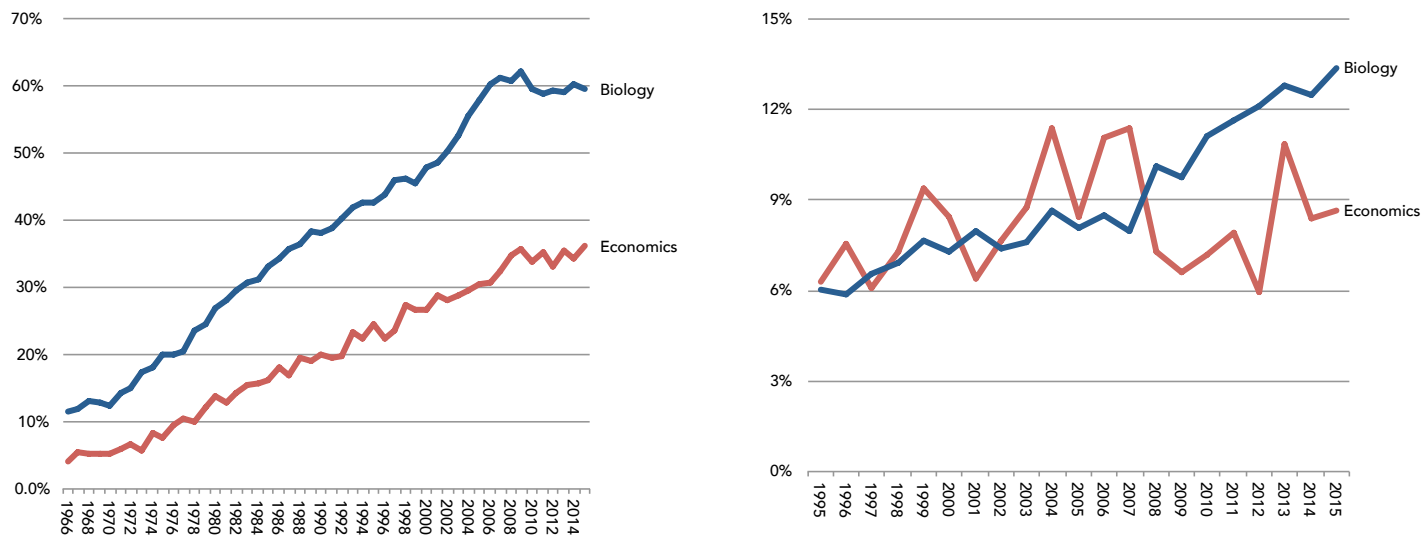
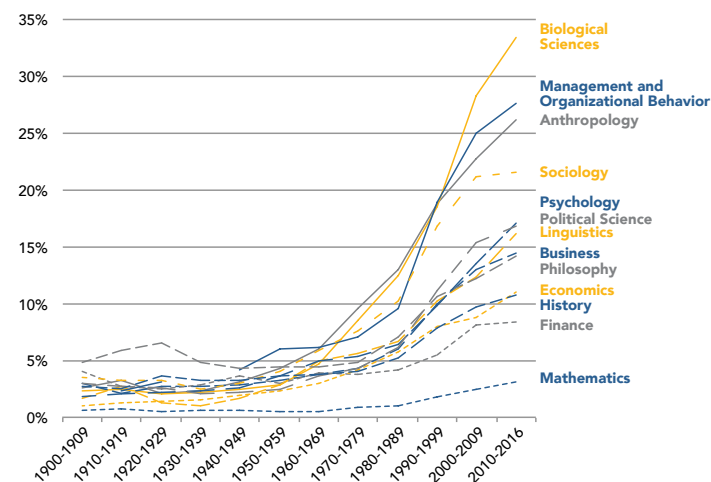


FIGURE 4. Percentage of Academic Articles Containing the Word *Diversity*, by Discipline, 1900-2016



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mentoring, and instruction within departments and, indirectly, by changing narratives in the discipline.

And what are some of the stories economists tell? That discrimination does not persist in competitive markets. That preferences and economic aptitude are fixed and exogenously determined. That a hands-off approach is a good approach. That economists are objective. That culture can be ignored. That economics' diversity problem lies in the pipeline.

Notes: Figure 3 reports authors' calculations from the Integrated Postsecondary Education Data System (IPEDS) at the National Center for Education Statistics. "Minorities" are members of underrepresented minority groups using the IPEDS historical classification—Hispanic or Latino, (non-Hispanic) American Indian or Alaska Native, and (non-Hispanic) Black or African American. Biology includes research degrees earned in life sciences but does not include professional or clinical degrees. Figure 4 reports JSTOR counts by discipline of English-language journal articles containing the word *diversity* as a percent of all English-language articles in the discipline for each decade.

Sure, good economists know there are more complicated models that move beyond the basic assumptions of these stories, but as Robert Shiller stated in his AEA presidential address on narrative economics, "the human brain has always been highly tuned toward narratives, whether factual or not, to justify ongoing actions."²

These narratives may be impeding diversification of people and ideas within the profession. In progress toward diversity and inclusion, economics is an outlier in academia.³ The unique theoretical frame economists use to approach the world may help explain the gap.

As one obvious example, consider the study of racism across the social sciences. Searches of journal articles in JSTOR show that economics articles rarely contain the word *racism*; just one percent of economics articles mention this significant social phenomenon, while other social science disciplines discuss it at two to five times that rate (Figure 1).⁴ Figure 2 shows a corresponding pattern in the racial/ethnic composition of the

practitioners across the social sciences, which may help explain the scant attention to racism in economics articles. Minority scholars may be more likely to analyze topics of particular interest to their communities and to do so in ways that are consistent with their lived experiences.⁵

Relatedly, economics has a stunted view of why disparities persist. Racism, its presence and its mechanisms, is simply not salient to most white economists, and the development of theories of discrimination centered on animus and on statistical inference may contribute to a sense of complacency. But those theories, which model isolated, individual, intentional acts, are insufficient. Scholars in other fields examine implicit bias, strategic racism, institutional discrimination, and systemic and structural racism, each of which describes a distinct mechanism that can be modeled with core economic concepts and methods. Echoing Marcus Alexis, economics could have “much to say about the market and non-market dimensions of racism.”⁶

Economists have also been slow to talk about issues of diversity. Comparing the share of PhDs earned by women and minorities in biology and economics (Figure 3) alongside a JSTOR search for “diversity” (Figure 4) provides another example of how economists’ narratives and identities may reinforce homogeneity. Biologists’

greater attention to diversity, an operative concept in both disciplines for decades, may be both a cause and effect of the demographic diversity of the practitioners.

CSMGEP aims to address barriers to diversity in economics by helping economists understand the impact of their organizational and intellectual culture on diverse colleagues and students. As @TrevonDLogan tweeted, “it really is cultural. The culture of economics is...taxing.”

In the panel described above, department chairs and other established economists who filled the large audience learned about racial, ethnic, and gender disparities in evaluations and information flows, from panelists using research and personal observations, as well as concrete steps to correct the disparities. Realizing the necessity of change on the demand side can alter narratives as well as behaviors and thus, perhaps, trigger a move to a more inclusive equilibrium.

Making room for diverse scholars and approaches can advance economists’ collective ability to understand economic issues of all sorts.

For more detail on the panel discussion, see the fall 2017 issue of CSWEP News at <https://www.aeaweb.org/content/file?id=5524>. ■

¹ Amanda Bayer and Cecilia Elena Rouse, “Diversity in the Economics Profession: A New Attack on an Old Problem,” *Journal of Economic Perspectives*, 30(4)(2016): 221-42.

² Robert Shiller, “Narrative Economics,” *American Economic Review*, 107(4)(2017): 967-1004.

³ Stephen J. Ceci, Donna K. Ginther, Shulamit Kahn, and Wendy M. Williams, “Women in Academic Science: A Changing Landscape,” *Psychological Science in the Public Interest* 15(3) (2014): 75-141; Donna K. Ginther and Shulamit Kahn, “Women’s Careers in Academic Social Science: Progress, Pitfalls, and Plateaus,” in *The Economics of Economists*, edited by Alessandro Lanteri and Jack Vromen (Cambridge: Cambridge University Press, 2014); Amanda Bayer and David Wilcox, “The Unequal Distribution of Economic Education: A Report on the Race, Ethnicity, and Gender of Economics Majors at US Colleges and Universities,” Finance and Economics Discussion Series 2017-105 (Washington, DC: Board of Governors of the Federal Reserve System, 2017).

⁴ While *racism* is not in economic research, Mason, Myers, and Darity find that *racism* is. Patrick Mason, Samuel L. Myers, and William A. Darity, Jr., “Is There Racism in Economic Research?” *European Journal of Political Economy*, 21(3)(2005): 755-61.

⁵ In contrast to the JSTOR collection of economics publications, one-fourth of the articles in *The Review of Black Political Economy* include the word *racism*. James Peoples finds that “minority economists are most likely to research labor economic topics,” with many examining racial disparities. James Peoples, “Supply and Demand,” *The Minority Report* (Winter 2009).

⁶ Marcus Alexis, “The Economics of Racism,” *The Review of Black Political Economy*, 26(3)(1999): 51-75. The new field of stratification economics seeks to expand economic analysis of intergroup differences. William Darity, Jr., Darrick Hamilton, and James Stewart, “A Tour de Force in Understanding Intergroup Inequality: An Introduction to Stratification Economics,” *The Review of Black Political Economy*, 42(1-2)(2015): 1-6.

ECONOMIC JOBS BEYOND ACADEMIA

Although many are familiar with economists' responsibilities in academic jobs, less is known about jobs for economists outside of academia. The following are examples of nonacademic positions held by economists.



CONSUMER FINANCIAL PROTECTION BUREAU WASHINGTON, DC



Marquise McGraw is an economist in the Office of Research of the Consumer Financial Protection Bureau (CFPB), in Washington, DC. The CFPB was established in 2010 in the wake of the financial crisis as an independent bureau within the Federal Reserve system.

In his job, McGraw conducts econometric analysis and research to assist with fair lending practices including under the Equal Credit Opportunity Act. "I support rule-making projects by providing economic assistance and advice to teams considering the benefits, costs, and impacts of Bureau rules," he says. "I also conduct self-directed academic research on topics of mutual interest to myself and the Bureau."

His colleagues come from diverse fields, including areas related to the analysis of large financial datasets, survey design and analysis, disclosures, and behavioral economics.

A job at the CFPB is a unique opportunity to make a difference in policy decisions with impact on the real economy.

"I value the fact that my work plays a direct role in ensuring that consumers are able to obtain financial products that are fair and that will help them achieve their goals," he says.

A key challenge of the job is mastering effective communication. "Policy work is inherently multidisciplinary and extremely dynamic," he says. "While this makes it

exciting, it also requires development and refinement of skills that one does not necessarily get much practice with in graduate school."

McGraw's path to the CFPB highlights the importance of the entire interview process during the final year of graduate school. "I first learned about this opportunity through the Job Openings for Economists (JOE) portal and attended an informational interview during the AEA meetings to learn more about the role. Initially, I decided to accept a position at a liberal arts college, but I soon realized that I truly wanted to work in the policy arena, so I reconnected with the hiring managers and reapplied."

In addition to JOE, CFPB representatives attend the AEA's Summer Mentoring Program and present at job fairs at a variety of universities.

His advice for newly minted economists interested in this type of employment:

"Policy work is not without its challenges, but it can be extremely rewarding. If you think you may be interested in this arena, be sure to include some relevant applied econometric analysis in your job market paper, and also really think through the policy implications of your research. Also, be sure to network with economists who work in this type of environment, to get a sense of whether it is the right area for you. An important factor in your decision may be the ratio of the mix of policy work to research, and ensuring that the split is satisfactory for you."

BANK FOR INTERNATIONAL SETTLEMENTS

MEXICO CITY, MEXICO



**BANK FOR
INTERNATIONAL
SETTLEMENTS**

Juan Contreras is a senior economist for the Bank for International Settlements (BIS) in its Americas Office in Mexico City. The BIS is an international financial organization owned by 60 member central banks representing countries from around the world. Its head office is in Basel, Switzerland, with other offices in Mexico City and Hong Kong. The BIS's mission is to serve central banks in their pursuit of monetary and financial stability, foster international cooperation in those areas, and act as a bank for central banks.

Contreras's job combines economic research with responsibilities directly related to the core mission of the BIS. "One part of my job is to produce research related to macroeconomic and financial issues broadly speaking. Another part is to coordinate and organize research meetings and policy discussions among central banks in the Americas region."

The highlights of Contreras's job, he says, include "identifying and analyzing important questions that concern policymakers, specifically central banks, and the opportunity and resources to do research of a high academic standard on those questions. Also, getting to know dedicated people in different countries who really care about good policymaking."

A job at an institution straddling a wide range of economic policy issues across the world also has interesting challenges, says Contreras, including finding common topics of interest and policy relevance in research across countries.

"I think this type of job would attract economists who are interested in economic policy and would like to use analytical tools to strengthen it, and who like a mix of policy and research in their day-to-day work."

JOINT COMMITTEE ON TAXATION

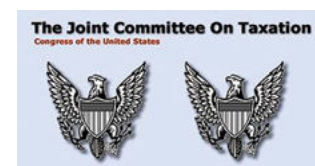
WASHINGTON, DC

Paul Landefeld works for the Joint Committee on Taxation (JCT) in the US Congress. JCT economists, lawyers, and accountants provide technical and policy assistance to members of Congress and their staff developing tax legislation. Most of the economists on staff are responsible for preparing revenue estimates of all tax legislation considered by both houses of Congress. Landefeld works primarily on issues related to international corporate taxation.

"With all the discussion around tax reform, I feel like our work is a valued part of the legislative process and is taken seriously by congressional members and staff," he says.

He also highlights the interesting opportunity of collaborating with the wide range of experts in the JCT, as its staff includes a large number of attorneys and accountants. "Working with them in a collaborative manner has given me a better understanding of the broader policy and technical issues that I might not have considered as an economist."

The job demands a high level of communication with broad audiences. "Helping congressional staffers, who



generally are not economists, understand the revenue and economic consequences of their legislation is one of the main challenges," he says. "As economists, we often find ourselves speaking to other economists, so it has been an interesting challenge to present information clearly and convincingly to a broader audience."

The JCT posts positions in Jobs for Economists (JOE), and Landefeld says that the JCT prioritizes a diverse staff.

His advice for new economists interested in a job like this:

"It's important to learn how to clearly explain your work, and economic concepts in general, to noneconomists. The more clearly you can communicate the economic intuition behind your ideas, the more influence your work will have in your workplace and among the broader public. Also, there is a significant benefit to talking to noneconomists and learning their perspective on an issue."



PIPELINE PROGRAMS

► Summer Training Program

The AEA Summer Training Program (AEASP) at Michigan State is an intensive two-month residential program that offers talented undergraduates seriously considering post-graduate studies in economics the opportunity to develop and solidify their math and other technical skills needed in doctoral programs. The program offers two levels of courses—foundations and advanced—and students taking the foundation class can apply for a second summer to continue advanced work.

Program includes travel costs to/from Michigan, room and board, and a \$3,250 stipend.

Download the application: <http://econ.msu.edu/aeasp> (applications page). Essay, references, and transcripts required for consideration.

When: May 31–July 29, 2018

Where: Michigan State University, in collaboration with Western Michigan University

Deadline for application: January 31, 2018

For more information call or email:
AEASP@msu.edu | 517-884-8468

Website: <http://econ.msu.edu/aeasp>

► Summer Economics Fellows Program

Sponsored by the American Economic Association and the National Science Foundation, the Summer Economics Fellows Program is designed to increase the participation and advancement of women and underrepresented minorities in economics.

Fellows spend a summer in residence at a sponsoring research institution, such as a Federal Reserve Bank or other public agency. Summer economics fellowships are available to senior graduate students and junior faculty.

Fellowships are open to all economists without regard to gender or minority status, although the goal of the program—advancing the careers of women and underrepresented minorities—will drive the selection process.

Applications are due by February 15, 2018.

For more information, visit the AEA website at www.aeaweb.org/about-aea/committees/summer-fellows-program.

► The Mentoring Program

The Mentoring Program is for students accepted or enrolled in a PhD program in economics or new doctorates in economics. The program matches students with a mentor who sees the student through the critical junctures of a graduate program (including the transition from coursework to research) or the early stages of a post-graduate career.

The Mentoring Program also hosts an annual Pipeline conference to which all participants and their mentors are invited. The conference, which is held at the AEA Summer Training Program, facilitates contacts among minority students in different schools and at different stages in the pipeline.

Thanks to the generous support of the National Science Foundation, the AEA Mentoring Program currently provides funding to support the research and travel of economics PhD students in the program, with the goal of helping students produce high-quality journal articles.

Deadlines for funding: March 5, August 1, and September 15, 2018

For more information, see the AEA website: <http://www.aeaweb.org/about-aea/committees/csmgep/pipeline>.

ANNOUNCEMENTS



▶ Susan Collins Delivers Lewis-Oaxaca Distinguished Lecture

Susan Collins, the Edward M. Gramlich professor of public policy, professor of economics, and former dean at the University of Michigan's Gerald R. Ford School of Public Policy, delivered the 2017 Lewis-Oaxaca Distinguished Lecture at the Summer Mentoring Pipeline conference. The topic of her lecture was "Reflections on Having an Impact as an Economist."

Inaugurated in 2014, the lecture series is named in honor of Sir W. Arthur Lewis and Ronald L. Oaxaca. Previous speakers include Ronald L. Oaxaca, Cecilia Conrad, and William Darity, Jr.

Collins is an international economist whose research interests center on understanding and fostering economic growth in developed and developing economies. She is currently a member of the Board of Directors of the Federal Reserve Bank of Chicago, a nonresident senior fellow in the Economic Studies program at Brookings, a member of the Council on Foreign Relations, and a research associate at the National Bureau of Economic Research. She has served as president of the Association of Professional Schools of International Affairs and senior staff economist on the President's Council of Economic Advisers. Among other activities, she was also a member of the AEA Executive Committee and chair of the AEA Committee on the Status of Minority Groups in the Economics Profession. She received her BA, summa cum laude, in economics from Harvard University, and her PhD in economics from the Massachusetts Institute of Technology.

▶ Marie Mora Awarded NSF Support for AEA Mentoring Program

We are pleased to announce that the Social, Behavioral, and Economic Sciences division of the National Science Foundation has awarded \$499,352 in funding to Marie Mora, PI and director of the AEA Mentoring Program, for major initiatives of the AEA Mentoring Program, including the Summer Mentoring Pipeline conference. The programs will continue to be funded over the next three years.

▶ ASHE Dissertation Fellowship Winners

ASHE awarded its 2017 dissertation fellowship to Raffi Garcia. Garcia is a student in international economics and finance at Brandeis University and works in the fields of empirical industrial organization, finance, and personnel economics. Alberto Ramon, a PhD student in economics at American University, received honorable mention. Ramon specializes in international economics.

Read more about the award at http://asheweb.net/?page_id=1402.

▶ ASHE Website Gets a Refresh

The ASHE website (www.asheweb.net) has a new look and new features, including online membership enrollments or renewals and payment for institutional, individual, graduate student, and undergraduate student categories.

ACTIVITIES

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

▶ AEA Meetings

CSMGEP sponsored the following sessions at the 2017 annual meeting of the American Economic Association.

BEST PRACTICES IN RECRUITING AND MENTORING DIVERSE ECONOMISTS: A JOINT CSMGEP-CSWEP SPECIAL EVENT

Moderator: **Amanda Bayer**, professor of economics, Swarthmore College, and senior adviser, Federal Reserve Board

Panelists:

David Wilcox, director of the Division of Research and Statistics, Board of Governors of the Federal Reserve System

David Laibson, chair of the Economics Department, Harvard University

Marie Mora, professor of economics, University of Texas Rio Grande Valley, and director of mentoring, CSMGEP

Terra McKinnish, professor of economics, University of Colorado, and director of mentoring, CSWEP

Rhonda Sharpe, president, Women's Institute for Science, Equity and Race

RACE, ETHNICITY, AND THE MILITARY

Chair: **Fernando Lozano**, Pomona College

Discussants: **Marcella Alsan**, Stanford University, **Carlos Hernandez**, University of Los Andes, **Daniel Fetter**, Wellesley College, **Joshua Hall**, West Virginia University, **Michael Steinberger**, Pomona College

Income and Health in African America: Evidence from Union Army Pensions

Shari Eli, University of Toronto

Trevon Logan, Ohio State University

Naval Power and the Rise of the South

Melinda Miller, University of Michigan

Ahmed Rahman, US Naval Academy

Segregation and Homeownership in the Early Twentieth Century

John Parman, College of William and Mary

Trevon Logan, Ohio State University

Who Will Fight: The All-Volunteer Army after 9/11

Susan Carter, US Military Academy

Alexander Smith, US Military Academy

Carl Wojtaszek, US Military Academy

Race and Gender Differences in the United States Military

Marigee Bacolod, Naval Postgraduate School

Latika Chaudhary, Naval Postgraduate School

▶ Western Economic Association Meetings

LABOR AND INEQUALITY

Chair: **Timothy Ditte**, Washington and Lee University

Discussants: **Raffi Garcia**, Brandeis University,
Ejindu S. Ume, Miami University, **Timothy Ditte**,
Washington and Lee University

Credit Constraints and Labor Supply

Ejindu S. Ume, Miami University
Kien Dao Bui, Miami University

Global Inequality and Transboundary Pollution

Johnson Kakeu, Morehouse College
Maxime Agbo, Agrocampus Ouest, France

*How Does Equal Pay for Equal Work Legislation
Affect Female Employment and Plant Performance?
A Difference-in-Discontinuity Design*

Raffi Garcia, Brandeis University

EDUCATION, LABOR, RACE AND ECONOMIC HISTORY

Chair: **Trevon D. Logan**, Ohio State University

Discussants: **Daniel Bogart**, University of California,
Irvine, **John M. Parman**, College of William & Mary
and NBER, **Francisca M. Antman**, University of
Colorado Boulder

Do Black Politicians Matter?

Trevon D. Logan, Ohio State University

*The Long-Run Impacts of Mexican-American School
Desegregation in the United States*

Francisca M. Antman, University of Colorado Boulder
Kalena Cortes, Texas A&M University

*Segregation, City Size, and Public Health in the
United States, 1900-1940*

John M. Parman, College of William & Mary and
NBER

Brian Beach, College of William & Mary and NBER
Martin Saavedra, Oberlin College

*Generational Wage and Income Distribution Mobility
by Race/Ethnicity and Socio-Economic Status*
David Molina, University of North Texas

*Migration, Earnings, and Poverty among Recent
Puerto Rican Migrants and Mexican Immigrants
on the U.S. Mainland: 2006-2014*

Marie Mora, University of Texas Rio Grande Valley

▶ SEA Meetings

PROMOTION AND TENURE FROM THE EYES OF DEPARTMENT HEADS

Moderator: **Gary A. Hoover**, University of Oklahoma

Panelists:

Laura Razzolini, University of Alabama

Sudipta Sarangi, Virginia Tech

James Alm, Tulane University

WOMEN AND MINORITIES IN THE ECONOMICS PROFESSION: STATUS, PERSPECTIVES AND INTERVENTIONS

Moderator: **Gary A. Hoover**, University of Oklahoma

Status of Women in the Economics Profession

Ragan Petrie, Texas A&M University

*Perspectives on the Status of Women and Minorities
in Other Fields*

MacKenzie Alston, Texas A&M University

*Gender Differences in the Choice of Major:
The Importance of Female Role Models*

Danila Serra, Southern Methodist University

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ACTIVITIES CONTINUED

AMERICAN SOCIETY OF HISPANIC ECONOMISTS (ASHE)

▶ AEA Meetings

IMMIGRANTS AND HISPANICS FACING HARDSHIPS

The Differential Incidence and Severity of Food Insecurity by Racial, Ethnic, and Immigrant Groups over the Great Recession in the United States

Judith Liu, Syracuse University

Alfonso Flores-Lagunes, Syracuse University

Hugo Jales, Syracuse University

Norbert L. Wilson, Tufts University

Using Eye Tracking to Study Migrant Remittances

Angelino Viceisza, Spelman College

Eduardo Nakasone, Michigan State University

Maximo Torero, World Bank

Split Families and the Future of Children: Immigration Enforcement and Foster Care Placements

Esther Arenas-Arroyo, Queen Mary University of London

Catalina Amuedo-Dorantes, San Diego State University

Do Hispanic Veterans Work through Their Disabilities?

David N. van der Goes, University of New Mexico

Richard Santos, University of New Mexico

▶ Western Economic Association Meetings

RACE, ETHNICITY, AND LABOR MARKET OUTCOMES

The Labor Market for Lifeguards and Racial vs. Ethnic Disparities in Drowning Rates

Samuel L. Myers, University of Minnesota

Yufeng Lai, University of Minnesota

Occupational Health, Injuries, and Productivity of Hispanic and Non-Hispanic Farmworkers in the U.S.

Anita Alves Pena, Colorado State University

The Generational Progress of Mexican Americans

Stephen J. Trejo, University of Texas at Austin

Brian Duncan, University of Colorado Denver

Jeffrey Grogger, University of Chicago

Ana Sofia Leon, Universidad Diego Portales

Cognitive Load during Organizational Change: The Role of Individual Work Attitudes and Perceived Organizational Factors

Salvador Contreras, University of Texas Rio Grande Valley

CRIME, MIGRATION, AND FOREIGN DIRECT INVESTMENT IN THE MEXICAN CONTEXT

Foreign Direct Investment in Mexico, Crime, and Economic Forces

Eduardo Saucedo, Tecnológico de Monterrey

André Varella Mollick, University of Texas Rio Grande Valley

René Cabral, Tecnológico de Monterrey

How Does Crime Affect Migration? Evidence from the Recent Mexican Crime Wave

Luisa R. Blanco, Pepperdine University

Isabel Ruiz, University of Oxford

Carlos Vargas-Silva, University of Oxford

Measuring Sub-national Migration Networks Using Matriculas Consulares

Brian C. Cadena, University of Colorado

Maria Esther Caballero, Carnegie Mellon University

Brian K. Kovak, Carnegie Mellon University

INTERNATIONAL ECONOMICS

*The Demand for Imports and Exports in Africa:
A Survey*

Charles Sawyer, Texas Christian University

Michael Olabisi, Pepperdine University

*On Foreign Aid Fungibility and Aid Effectiveness:
The Role of Consumer Preferences over Government
Spending*

John Nana Francois, University of Kansas

Taufiq Dawood Syiah, Kuala University

Habit Formation and the Risk-Pricing of Oil

Justin Johnson Kakeu, Morehouse College

Pierre Evariste Nguimkeu, Georgia State University

PANEL ON PUERTO RICO: A CENTURY OF "PROGRESS" UNDER THE JONES ACT

Mark Hugo López, Pew Research Center, Hispanic
Research

Mario Marazzi, Institute of Statistics of Puerto Rico

Edwin Melendez, Hunter College

Marie T. Mora, University of Texas Rio Grande Valley

► Southern Economic Association Meetings

UNDERSTANDING IMMIGRANTS AND IMMIGRATION POLICY TODAY

*Working in Mysterious Ways: Immigration Enforcement
and Its Impact on Naturalization*

Catalina Amuedo-Dorantes, San Diego State
University

Mary Lopez, Occidental College

The Generational Progress of Mexican Americans

Stephen J. Trejo, University of Texas at Austin

Brian Duncan, University of Colorado Denver

Jeffrey Grogger, University of Chicago

Ana Sofia Leon, Universidad Diego Portales

New Findings on the Fiscal Impacts of Immigration

Pia Orrenius, Federal Reserve Bank of Dallas

*An Alternative Approach for Identifying a Hidden
Immigrant Population*

Daniel A. Mengistu, Western Michigan University

Susan Pozo, Western Michigan University

Todd Sanstrom, St. Norbert College

NATIONAL ECONOMIC ASSOCIATION (NEA)

► ASSA Meetings

CRIME, EDUCATION, AND RACIAL DISPARITIES

Chair: **Jevay Grooms**, University of Washington

Discussants: **Alberto Ortega**, Whitman College, **Luisa
Blanco**, Pepperdine University, **Bradley L. Hardy**,
American University, **Patrick Mason**, Florida State
University

Intergenerational Effects of Education on Delinquency

Aaron Chaflin, University of Pennsylvania

Monica Deza, University of Texas-Dallas

*Neighborhood Violence, Academic Performance, and
School Accountability*

Marcus Casey, University of Illinois at Chicago

Jeffrey Schiman, Georgia Southern University

Maciej Wachala, University of Illinois at Chicago

*Don't Shoot! The Impact of Historical African American
Protest on Police Killings of Civilians*

Jamein Cunningham, Portland State University

Rob Gillezeau, University of Victoria

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ACTIVITIES CONTINUED

Banning the Box: Felony Convictions, Employment Outcomes, and Statistical Discrimination

Robynn Cox, University of Southern California
Sarah Jacobson, Williams College

THE ECONOMIC CASE FOR HEALTH EQUITY

Chair: **Samuel L. Myers, Jr.**, University of Minnesota

Discussants: **Joseph Benitez**, University of Louisville, **Thomas Durfee**, University of Minnesota, **Darrell Gaskin**, Johns Hopkins University

Medicaid, Access to Care and Times of Economic Downturn

Joseph Benitez, University of Louisville
Victoria Perez, Indiana University
Eric Seiber, Ohio State University

The Economic Case for Health Equity in Minnesota

Huda Ahmed, University of Minnesota
Michelle Allen, University of Minnesota
Thomas Durfee, University of Minnesota
Darrick Hamilton, New School
Katerina Kent, University of Minnesota

Estimating the Economic Burden of Racial Health Inequalities in the United States

Darrell Gaskin, Johns Hopkins University
Thomas LaVeist, Johns Hopkins University
Patrick Richard, Uniformed Services University of the Health Sciences

THE RACIAL AND ETHNIC IMPLICATIONS OF POLICY IN THE TRUMP ERA

Hosted by the NEA and ASHE

Chair: **Sue K. Stockly**, Eastern New Mexico University

Discussants: **Rhonda Sharpe**, Women's Institute for Science, Equity, and Race, **Linda Loubert**, Morgan State University, **Trevon Logan**, Ohio State University, **Alfonso Flores-Lagunes**, Syracuse University

The Outlook of Black, Educated Women in the Political Economy of President Donald J. Trump

Miesha Williams, Morehouse College

Explaining the Racial Wealth Gap: Cultural Differences or Racial Stratification?

Robert Williams, Guilford College

Unequal Recovery, Labor Market Polarization, Race, and the 2016 United States Presidential Election

Maoyong Fan, Ball State University
Anita Alves Pena, Colorado State University

The Affordable Care Act and Children of Immigrants: Has Anything Changed?

Monica Garcia-Perez, St. Cloud State University

AFRICAN ECONOMIC DEVELOPMENT: REGIONAL ECONOMIC INTEGRATION

Chair: **Oladele Omosogbon**, Indiana Wesleyan University

Discussants: **Theresa Mannah-Blankson**, Messiah College, **Kodjovi Mawuliplimi Eklou**, University of Sherbrooke, **Kidaya Didier Ntoko**, Orange County Community College, **Chinonso Etumnu**, Purdue University, **Elizabeth Lwanga Nanziri**, University of Oxford, **Léleng Kebalo**, University of Lomé

Gender and Microcredit in Sub-Saharan Africa

Juliet Elu, Morehouse College

Foreign Direct Investment and Economic Size as Drivers of Intra-regional Exports of Manufactured Goods in West Africa: The Case of West African Economic and Monetary Union

Toussaint Houeninvo, African Development Bank
Philippe Sédédji, Ministry of State-Republic of Benin

The Economic Value of Regional Integration in Africa

Diery Seck, Center for Research on Political Economy

Regional Economic Integration in West Africa: Unsettled Issues?

Akpan Ekpo, West African Institute for Financial and Economic Management

Douglason Omotor, West African Institute for Economic and Financial Management

Limited Liquidity in Ghana

Miesha Williams, Morehouse College

The Significance of Common Currency to the Success of Economic Integration

Oladele Omosegbon, Indiana Wesleyan University

THE LIFE CYCLE OF INVENTORS PAST AND PRESENT

Chair: **Lisa Cook**, Michigan State University

Discussant: **Jay Bhattacharya**, Stanford University and NBER

The Lifecycle of Inventors

Alex Bell, Harvard University

Raj Chetty, Stanford University and NBER

Xavier Jaravel, Stanford University

Neviana Petkova, U.S. Treasury Department

John Van Reenen, Massachusetts Institute of Technology, NBER, and Centre for Economic Performance

Missing Women and African Americans, Innovation, and Economic Growth

Lisa Cook, Michigan State University

Yanyan Yang, Claremont Graduate University

The Social Origins of Inventors

Philippe Aghion, College of France

Ufuk Akcigit, University of Chicago and NBER

Ari Hyttinen, Jyväskylä University

Otto Toivanen, KU Leuven

Last Place: The Intersection between Ethnicity, Gender, and Race in Biomedical Authorship

Gerald Marschke, State University of New York-Albany

Allison Nunez, State University of New York-Albany

Bruce Weinberg, Ohio State University, IZA, and NBER

Huifeng Yu, State University of New York-Albany

INTRODUCING SOCIAL CAPITAL TO STRATIFICATION ECONOMICS: CAREER TRAJECTORIES IN HIGHER EDUCATION

Chair: **Roberta Spalter-Roth**, American Sociological Association

Panelists: **William A. Darity, Jr.**, Duke University, **Marie Mora**, University of Texas Rio Grande Valley

Darrick Hamilton, New School, **Kyle Moore**, New School, **Ismael Cid-Martinez**, New School

EMPIRICAL STUDIES OF CURRENT TRENDS IN RACIAL INEQUALITY

Chair: **John Schmitt**, Washington Center for Equitable Growth

Discussants: **Valerie Wilson**, Economic Policy Institute, **Ngina Chiteji**, New York University

Revising The Racial Wage Gap Among Men: The Role of Non-employment and Incarceration

Jeannette Wicks-Lim, University of Massachusetts-Amherst

Revisiting Bergmann's Occupational Crowding Model

Michelle Holder, City University of New York

Racial Differences in Labor Force Participation since the Great Recession: What's Happening?

Thomas Masterson, Levy Economics Institute of Bard College

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ACTIVITIES CONTINUED

The Color of Wealth: Evidence across United States Cities

Mark Paul, Duke University

Darrick Hamilton, New School

William A. Darity, Jr., Duke University

GENDER HEALTH AND ELDERLY HEALTH CARE

Chair: **Vidhura Tennekoon**, Indiana University-Purdue University Indianapolis

Discussants: **Zhuang Hao**, Indiana University-Purdue University Indianapolis, **Eric Asare**, Texas Tech University, **Mercy Palamuleni**, McNeese State University, **Zarrina Jurakulova**, Denison University

Analysis of Domestic Violence in Post-Soviet Tajikistan and Kyrgyzstan

Zarrina Jurakulova, Denison University

The Impact of a Permanent Income Shock at Retirement on Health Outcomes and Risky Health Behaviors

Fafanyo Asiseh, North Carolina A&T State University

Vidhura Tennekoon, Indiana University-Purdue University Indianapolis

The Impact of Unintended Pregnancy on Birth Weight: The Role of Selection Due to Abortions

Zhuang Hao, Indiana University-Purdue University Indianapolis

Vidhura Tennekoon, Indiana University-Purdue University Indianapolis

Factors Affecting Access and Use of Health Care Facilities by the Aged: A Case Study of China, Ghana and India

Fafanyo Asiseh, North Carolina A&T State University

Eric Yao, North Carolina A&T State University

NEA AND ASHE

► Freedom and Justice Conference: Jobs, Economic Security, and Inclusion

Presentations at the August 2017 conference by John Jay College of Criminal Justice, The New School, Institute for New Economic Thinking, and Washington Center for Equitable Growth

ECONOMIC CRISIS AND LABOR MARKET OUTCOMES

Unemployment and Over-education among Island and Mainland Puerto Ricans, Mexican Americans, and Non-Hispanic Whites: 2006-2015

Marie T. Mora, University of Texas Rio Grande Valley

Alberto Dávila, University of Texas Rio Grande Valley

Havidán Rodríguez, University of Texas Rio Grande Valley

African American Labor Market Engagement since the Great Recession

Thomas Masterson, Bard College

Wealth and Earnings Profiles of Blacks and Latinos, Pre and Post the Great Recession

Enrique A. Lopezlira, Grand Canyon University

Transformation of the Gender Job Security Status in Canada: Estimating the Impact of the 2008-2009 Economic Crisis on Work Time

Ana Androsik, New School

GENDER, HOUSEHOLDS, AND COMMUNITY WELLBEING

An Assessment of Health Crisis on Economic Security of Savings Groups during and after Ebola Virus D in Mixed Communities of Sierra Leone

Ana Androsik, New School

Precarity among the Securely Employed? Insight from Black Women Nurses in Johannesburg, South Africa
Jennifer Cohen, Miami University

Working for Tomorrow: Women of Color, Unpaid Labor, and Environmental Racism
Nina Banks, Bucknell University

COMMUNITIES AND ECONOMIC JUSTICE

Environmental Racism and the Political Economy of Water: From Flint to Standing Rock
Moana Vercoe, TURN Institute

Community Housing and Cooperatives: Recapturing the Surplus of Economic Development in Communities of Color
Antonio Callari, Franklin and Marshall College

Race and Right-to-Work: Cause and Effect in the Racial Composition of Industrial Work Forces
Kristen Broady, Howard University
Patrick L. Mason, Florida State University

An Economic Bill of Rights for the 21st Century
Mark Paul, Duke University
William Darity, Jr., Duke University
Darrick Hamilton, New School

WAGES AND LABOR MARKET CHARACTERISTICS

Revisiting Bergmann's Occupational Crowding Model
Michelle Holder, City University of New York

Revising the Racial Wage Gap among Men: The Role of Non-employment and Incarceration
Jeannette Wicks-Lim, University of Massachusetts-Amherst

Minimum Wage and the Informal Sector: Evidence from Day Labor Workers
Philippa Haven, Scripps College and Congressional Budget Office
Fernando Lozano, Pomona College

Non-parametric Phillip Curves: Why Segregated Job Networks Might Be a Better Fit
Deniz Baglan, Howard University
William Spriggs, Howard University, AFL-CIO

RACIAL DISPARITIES AND THEIR EFFECTS

The College Debt Trap: Another Detour for Black and Latino Families?
Robert B. Williams, Guilford College

The Labor Market for African American and Hispanic Lifeguards: Implications for Racial/Ethnic Disparities in Drowning Rates
Samuel L. Myers, Jr., University of Minnesota
Marina Gorsuch, Minnesota Population Center
Yufeng Lai, University of Minnesota
Diana Vega Vega, University of Minnesota
Rachel Motachwa, Minnesota Population Center
Devan Steward, Minnesota Population Center

CDFI Loans to Micro and Small Businesses: What Do They Tell Us about Gender and Race Biases?
Álvaro Moreno, University of Virginia

The Location and Employment Effects of Non-depository Financial Institutions: Evidence from the States of Delaware and New York
Jan Christopher, Delaware State University

POLICING, PROTEST, AND PUNISHMENT

Stratification Economics and Mass Incarceration
Geert Dhondt, City University of New York

Don't Shoot! The Impact of Historical African American Protest on Police Killings of Civilians
Rob Gillezeau, University of Victoria
Jamein P. Cunningham, Portland State University
Douglas Williams, Wayne State University

The Impact of Police Militarization on Officer-Involved Shootings
Olugbenga Ajilore, University of Toledo

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