

the MINORITY REPORT



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U.S. HISPANICS MAKE GAINS IN EDUCATION, EMPLOYMENT, AND ENTREPRENEURSHIP

By Joseph Guzman and Mark Hugo Lopez

On many economic and noneconomic measures, Hispanics in the United States have made gains in the years following the Great Recession. College enrollments of young Hispanics have reached new highs, household incomes are rising, unemployment is falling, and the number of Hispanic entrepreneurs is growing at a record pace. As a result, many Hispanics have become more upbeat in their assessments of their own economic situation and the prospects of brighter economic futures for their children.

This comprehensive set of gains affects not only the Hispanic community but also the entire nation. Hispanics accounted for 43 percent of total job growth between 2009 and 2013, and they are projected to make up more than half of the nation's labor force growth in the coming decades.¹ Worth noting is the estimated purchasing power of the Hispanic community, which stands at \$1.3 trillion, higher than that of blacks or Asians (reflecting the group's overall larger demographic footprint).²

Numbering 57 million in 2015, Hispanics are the nation's largest minority group. They are also one of its youngest and fastest growing groups. The median age of Hispanics is just 27 years, a full 15 years below that of non-Hispanic whites.³ Since 2000, the Hispanic population has grown at an annual rate of 3.6 percent, faster than the population of whites and blacks, but slower than the Asian population.⁴

Yet new trends are emerging that may magnify the future impact of Hispanics on the nation's economy. As immigration from Latin America has slowed substantially since 2007, births are now the main growth driver for Hispanics.⁵ English use is also on the rise, especially among younger Hispanics.⁶ Lastly, the share of young Hispanic women who have earned a college degree now rivals that of young black women.

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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 U.S. 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.

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Beyond these powerful demographic forces are gains Hispanics have made in their economic standing in the United States. As we show here, overall, the picture is a positive one, with some exceptions.

HISPANIC COLLEGE ENROLLMENTS REACH NEW HIGHS

In fall 2015, some 2.3 million young Hispanics ages 18–24 were enrolled in two- and four-year colleges. This near record number of Hispanic students follows several years of growing enrollments that peaked in 2012, when 2.5 million young Hispanics were enrolled in college.

Growing college enrollments reflect many changes in the Hispanic community. The Hispanic high school dropout rate, which at 14 percent in 2015 is still higher than any other group, has declined sharply since 2000, when it stood at 35 percent.⁷ As a result, more Hispanic young people are prepared for college than ever, and they are enrolling. In 2012, about one-half of Hispanic high school graduates enrolled in a postsecondary institution in the fall immediately following their graduation—a share nearly equal to that of white high school graduates.

This good news is slightly tempered by the fact that one-half of Hispanics who are enrolled in college today are enrolled in a two-year college. As a result, the share of Hispanics ages 25–29 who have a bachelor's degree still lags that of other groups. In 2015, just 14 percent had a bachelor's degree or higher. By comparison, 20 percent of blacks, 33 percent of whites, and two-thirds of Asians in the same age group had a bachelor's degree or higher.

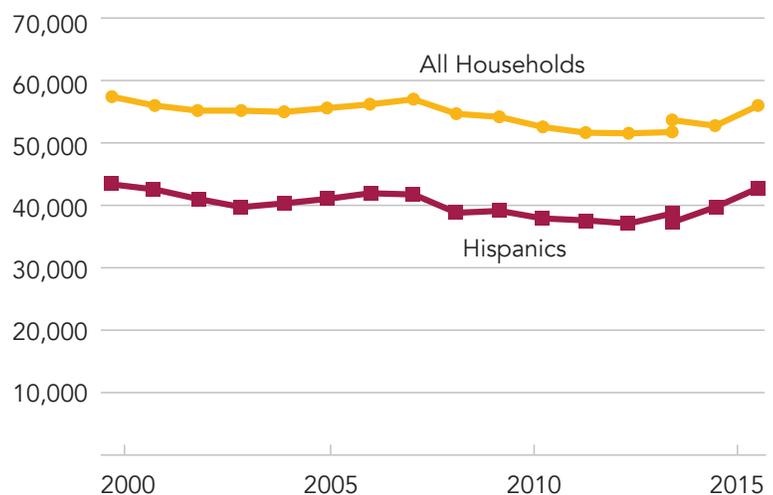
HISPANIC HOUSEHOLD INCOME IS RISING AND THE EMPLOYMENT OUTLOOK IS IMPROVING

In September 2016, the U.S. Census Bureau reported that the median household income of Hispanics was \$45,148 in 2015, or 6.1 percent higher than it had been in 2014.⁸ That was the largest improvement among any major racial or ethnic group. As a result, the Census Bureau also reported that the Hispanic poverty rate declined, from 23.6 percent in 2014 to 21.4 percent in 2015. In addition, the number of Hispanic children living in poverty declined

for a second year in a row, falling to 5.2 million from 5.7 million in 2014.

These improvements in the economic situation of Hispanics reflect an improving labor market as well. For example, the Hispanic unemployment rate was 5.8 percent in the third quarter of 2016, down from 6.6 percent the prior year, but still above the 5 percent low seen in the fourth quarter 2006, prior to the Great Recession. Nonetheless, the number of Hispanics working or looking for work reached a new record in the third quarter of 2016—27 million or 17 percent of the U.S. workforce.

Real Median Household Income on the Rise for Hispanics

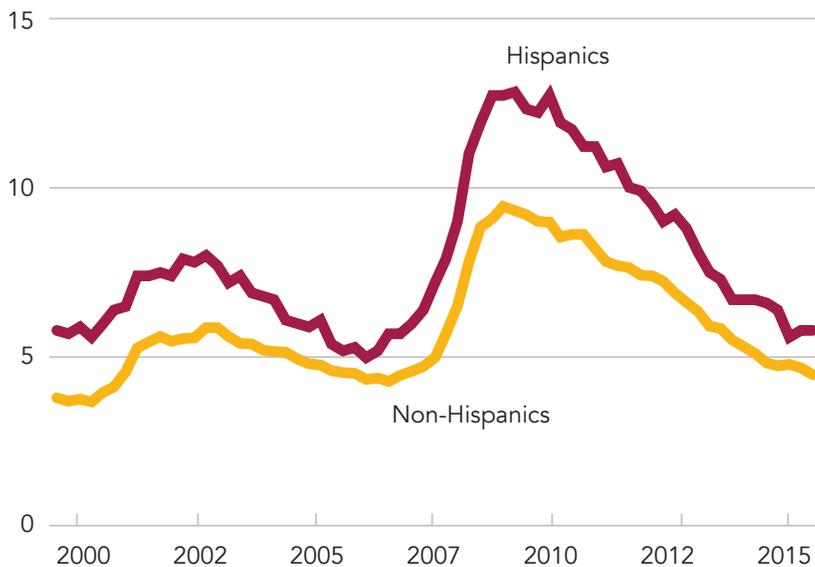


Note: In 2015 dollars. The line breaks in 2013 reflect the implementation of redesigned income questions. Source: U.S. Census Bureau.

Polls show that Hispanics are generally aware of their improved economic situation.⁹ A November 2015 survey of Hispanic adults by the Pew Research Center found that 40 percent said their personal financial situation was in excellent or good shape in 2015, up from 33 percent who said the same in 2012. Meanwhile, among all U.S. adults during the same period, the share saying their personal finances were in excellent or good shape was roughly unchanged at 43 percent. The same survey also revealed that Hispanics expected further improvements in their personal financial situation. Fully 83 percent said they believed there would be improvements in the coming year. By comparison, 61 percent of all Americans said the same.

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Quarterly Unemployment Rates Are Falling for Hispanics and Non-Hispanics



Note: Among those ages 16 and older. Estimates are seasonally adjusted.
Source: Pew Research Center tabulations of Bureau of Labor Statistics data.

THE NUMBER OF HISPANIC BUSINESSES IS GROWING

Hispanics have also made significant strides in business ownership. From 1990 to 2012, the number of Hispanic-owned businesses grew almost 10 times faster than the overall U.S. population.¹⁰ The recent trends point to an upward trajectory as well. Estimates from the Stanford Latino Entrepreneurship Initiative (SLEI) are that between 2007 and 2012, the number of Hispanic-owned businesses grew at about 11 percent per year—reaching a total of 4.1 million businesses. This represents an improvement over the previous five-year span when such businesses grew at a rate of 7.3 percent. Bracketing 1990–2012 for comparison, the Hispanic population grew at an overall rate of 3 percent.

It is noteworthy that the number of Hispanic-owned businesses continued to grow even during the 2008 recession. Self-employment rates of Hispanics reached all-time highs in both 2009 and 2010, perhaps mirroring the general response to a worsening job market.¹¹

Although many Hispanics may naturally start businesses for economic motives, they also may be responding to job displacement or negative forces in the labor market.¹² Some Hispanics have also been influenced to start businesses from a sense of social responsibility, stemming

from the desire to provide appropriate services to their communities.¹³ Others are pushed into self-employment because of limited opportunities for wages or they are pulled into self-employment because of their own desire to leave paid employment.¹⁴ Limited startup assets and low levels of education negatively correlate with self-employment among Hispanics compared with nonminority whites.¹⁵ Research indicates that one of the main challenges for Hispanic entrepreneurs is establishing financing given a lack of capital.¹⁶

HISPANICS ARE NOT MAKING GAINS EVERYWHERE

Although the economic situation of Hispanics has improved recently, on some measures progress has been limited. For example, the net worth of Hispanic households has yet to recover from the Great Recession. Between 2007 and 2009, net worth declined 66 percent, the largest decline of any group, and it has not rebounded significantly since.¹⁷ By comparison, whites have regained much of the net worth they lost. On homeownership rates, Hispanic households still lag other groups of Americans, although in recent years, their homeownership rates have increased.

A COMMUNITY IN TRANSITION

For U.S. Hispanics, current trends in education, employment, and entrepreneurship point to a break with longstanding trends and also to an improving economic picture and a possibly brighter financial future. Yet the community still faces some challenges. For example, although young Hispanics are committing to higher education in record numbers, they still trail black, white, and Asian young people in bachelor's degrees. More Hispanic children than white children or black children live in poverty. In the case of business formation, although Hispanics are starting businesses in growing numbers, a portion of this activity is need-driven rather than opportunity-driven, with many of these enterprises established on a relatively small, fixed scale, often with no employees. Finally, a lower homeownership rate for Hispanics is an indication of the low net worth of Hispanic households compared with white non-Hispanics.

If there is a clear pattern, it is that the Hispanic population has persevered. In the face of ambiguous gains, the strength in these results is an optimism about

the future that extends to their succeeding generations. A 2015 Pew survey found that 72 percent of Hispanic adults expect their children to be better off than they are now.¹⁸

As the country faces a number of looming challenges, both social and economic, this optimistic long view may serve the U.S. economy well. ■

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⁴ R. Stepler and M.H. Lopez, "U.S. Latino Population Growth and Dispersion Has Slowed since Onset of the Great Recession" (Washington, DC: Pew Research Center, September 2016), <http://www.pewhispanic.org/2016/09/08/latino-population-growth-and-dispersion-has-slowed-since-the-onset-of-the-great-recession/>

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⁶ J.M. Krogstad, "5 Facts about Latinos and Education" (Washington, DC: Pew Research Center, July 2016), <http://www.pewresearch.org/fact-tank/2016/07/28/5-facts-about-latinos-and-education/>

⁷ J.M. Krogstad, "Rise in English Proficiency among U.S. Hispanics Is Driven by the Young" (Washington, DC: Pew Research Center, April 2016), <http://www.pewresearch.org/fact-tank/2016/04/20/rise-in-english-proficiency-among-u-s-hispanics-is-driven-by-the-young/>

⁸ B.D. Proctor et al., "Income and Poverty in the United States: 2015" (Washington, DC: U.S. Census Bureau, September 2016).

⁹ J.L. Morín, "Latinas/os and the US Criminal Justice System: An Overview of Socio-Historic and Contemporary Issues." In *Latinos and Criminal Justice: An Encyclopedia* (Santa Barbara, CA: ABC-CLIO, 2016).

¹⁰ A. Dávila et al., "Better Business: How Hispanic Entrepreneurs Are Beating Expectations and Bolstering the US Economy" (Washington, DC: Partnership for a New American Economy, 2014).

¹¹ Alberto Dávila and Marie T. Mora, *Hispanic Entrepreneurs in the 2000s* (Stanford, CA: Stanford University Press, 2013).

¹² H. Feldman et al., "Minority Small Business Owners and Their Paths to Ownership," *Journal of Small Business Management*, 29 (1991).

¹³ S.D. Levitt, "Using Electoral Cycles in Police Hiring to Estimate the Effect of Police on Crime." Working paper w4991 (Cambridge, MA: National Bureau of Economic Research, 1995).

¹⁴ M.T. Mora and A. Dávila, "Gender and Business Outcomes of Black and Hispanic New Entrepreneurs in the United States," *American Economic Review*, 104 (2014).

¹⁵ M. Lofstrom and C. Wang, "Mexican-American Self-Employment: A Dynamic Analysis of Business Ownership," *Research in Labor Economics*, 29 (2009).

¹⁶ J. Holguin et al., "Challenges and Opportunities for Hispanic Entrepreneurs in the United States." In *Handbook of Research on Ethnic Minority Entrepreneurship: A Co-evolutionary View on Resource Management*, ed. Léo-Paul Dana (New York: Edward Elgar, 2007).

¹⁷ Kochhar and Fry, "Wealth Inequality Has Widened."

¹⁸ Morín, "Latinas/os and the US Criminal Justice System."

AN ECONOMIST TAKES ON CRIME

Steven Raphael

Professor of Public Policy, University of California, Berkeley



Growing up just outside New York City, Steven Raphael did not have economics on his short list of potential professions. In fact, he hadn't planned on going to college.

But a perceptive high school counselor noticed something in Raphael, now respected for his research on criminal justice, labor economics, immigration economics, and racial inequality. The counselor suggested he apply to college. He did, and chose San Diego State, having recently moved to Southern California. But once he got to college, he had no idea what to do next.

"Part of it was nobody in my family had been to college before," he says. "The idea of majors and specializing was very new to me." He'd held a variety of jobs growing up, including some that were very 20th century, like newspaper delivery boy and used record store clerk. He worked for a mechanical contractor and, true to his New York roots, in a pizza parlor.

"I was looking for something practical when I started college," he says. "I wanted a job when I was done." He started out in accounting, but a brief stint "nearly drove me to suicide," so that was out.

"In some ways it was serendipity" that he fell into the econ program, he says.

But it also made sense. "I wanted to study something that would land me a job, but at the same time I had an interest in social issues."

“
Mentors keep you from reinventing the wheel. It's very easy to get discouraged and go down rabbit holes. Having good advice can be very helpful.
”

The son of a wholesale jeweler and a Costa Rican immigrant, Raphael grew up amid diversity but also racial tension. In suburban Rockland County in the 1970s and 1980s, segregation

and racial antagonism were high, and people "identified with their groups," he says. "The language around these issues was a lot less polite." He also saw inequality firsthand.

"These were topics that were central to my world view, so when I was finding my way in economics, I was naturally doing research in these areas," he says.

Raphael would earn his Ph.D. in economics from UC Berkeley, where he now teaches in the School of Public Policy. He holds a number of other research fellowships and positions, including at the University of Michigan National Poverty Center, the University of Chicago Crime Lab, the Institute for the Study of Labor in Bonn, Germany, and the Public Policy Institute of California.

The same combination of serendipity and curiosity that led him to the field also led him to write his first book. After Raphael gave a presentation on criminal records and the labor market at a conference, a colleague asked him the titular question, and Raphael's 2013 book, "Why Are So Many Americans in Prison?" coauthored with Michael Stoll, was born. (The answer, for the record, lies in changes in sentencing policy, not criminal behavior.)

His work reflects a rich interdisciplinary bent, particularly sociology, because, he says, "Different lenses on a problem have enormous benefits. You see glaring examples in other disciplines that predate the conversation in economics." Books such as Douglas Massey's "American Apartheid" offered insights into the issues that interested him, and sociologists Robert Sampson and John Laub's work on aging out of the criminal life, he says, explained what he was seeing in the data. It also keeps you humble. Raphael's book "The New Scarlet Letter?" reflects those interdisciplinary strains in examining how a prison record creates barriers to employment.

Still, he sees a unique role for an economist who aims to contribute impartial data to fraught debates.

"Part of the reason economics is influential," says Raphael, is the field's "clear set of standards for what good research is. And at the same time, there's a willingness to engage and push empirical debates forward."

As an example, he points to three-strikes laws, where an individual's third criminal offense receives a much harsher sentence. Economic research, including his own, has challenged the narrative that tougher consequences necessarily decrease crime, garnering attention in the policy realm.

"This is an exciting field," Raphael says. "Economists have influence. The tools are powerful."

But he knows it might not seem like that to the general public.

"To this day, my mother doesn't know what I do," he jokes.

And from the standpoint of someone who studies racial inequality, he is acutely aware of the underrepresentation of people of color in the field, and the barriers that might stand in their way.

"Part of it is practicality," he says. "Academia might not seem like the shortest distance between A and B. That said, I think it's a great career path."

When Raphael considers his own success, he credits a string of "guardian angels," starting with that wise high school counselor. Mentors

have consistently given him direction and advice. "Mentors keep you from reinventing the wheel," he says. "It's very easy to get discouraged and go down rabbit holes." While rabbit holes are not always a bad thing, "having good advice can be very helpful."

Now, as a professor himself, Raphael provides the same support to his own students. Because, he says, "you never know" when someone will discover an interest in or aptitude for economics. ■

PROUST QUESTIONNAIRE

▶ What's on your nightstand?

Pictures of my kids, and "The Comedians: Drunks, Thieves, Scoundrels and the History of American Comedy."

▶ What is an ideal day?

I get up very early, at 5:30 or 6:30 a.m. I write for a few hours, get the kids off to school, go to work, go for a run, and spend time with family. I waste an enormous amount of time playing guitar.

▶ What trait do you deplore in other people?

When people treat life as a zero-sum game. There's an enormous amount of room for cooperation.

▶ What trait do you most admire in other people?

When people are generous with each other.

▶ What is your greatest extravagance?

My guitars—seven or eight of them.

▶ What is your airport vice?

Probably cookies. And drinking beer.

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

Ed Wood. That movie got me through graduate school. The whole movie is about the character making horrible movies, but no matter how bad things get, he has great friends, and is always optimistic.

▶ Mountain or beach vacation?

Beach.

▶ Maynard Keynes or Milton Friedman?

Maynard Keynes.

HAS THE SHIFT TO THE SERVICE SECTOR BENEFITED THE MIDDLE CLASS?

Race, class, and the terms of trade in the U.S. economy

By Romie Tribble, Jr.

Concerns have grown about income inequality in the United States as the lower and middle classes continue to struggle. Some argue that the source of this growing income inequality is unfair global terms of trade between the United States and several of its major trading partners. These unfair terms of trade entail a net transfer of jobs, income, and wealth from the United States to its major trading partners, and they are also unfair to the lower and middle classes while benefiting the upper classes.

As a result, there is much discussion about renegotiating the U.S. trade deals so that the gains to winners, the upper classes, are sufficient to compensate the losers, the lower and middle classes. This principle of compensation as a basis for equitable redistribution is known in the economics discipline as Pareto compensation.

However, the terms of trade within the U.S. domestic economy are not driven or determined solely by the global terms of trade. Indeed, Nobel Laureate Sir Arthur Lewis spoke in the 1950s about the centrality of the domestic terms of trade as an economy transformed from a fundamentally agrarian-based to an industrial-based economy. During this structural transformation, manufacturing's terms of trade with agriculture would indeed improve as resources shifted from agriculture (lagging sector) to manufacturing (leading sector). Further, the flow of resources induced by changes in the terms of trade could be expected to redistribute income and wealth from agriculture to manufacturing and in the process redistribute income from the lower and middle classes to the upper classes until a critical juncture or threshold was realized.

The U.S. economy is presently in the throes of another structural transformation, from a fundamentally manufacturing-based to a service-based economy.



As such, the focus shifts to the service sector's terms of trade with manufacturing (P_s/P_m). Recent research indicates that this flow of resources points to three stages of the income inequality–terms of trade relationship: prior to 1967, 1967–2003, and 2004 onward. Results show that the first term is negative, the second term is positive, and the third term is negative. Here I look at this relationship in the second stage, from 1967 to 2003.

Table 1 ascertains whether the improvement in P_s/P_m , or the service sector's terms of trade with manufacturing, is Pareto efficient. In a word, are the gains from trade to the top 5 percent of U.S. households sufficient to compensate those in the middle (the third and fourth quintiles) and still allow the top 5 percent to come out ahead? If so, then one can conclude the terms of trade are mutually beneficial despite the increase in income inequality.

Table 1 shows that for the aggregate U.S. economy, the improvement in Ps/Pm increases the share of income going to the top 5 percent of U.S. households, but the gains from trade (+113.0) are insufficient to compensate middle-class households (their combined loss is -128). In this sense, the improvement in Ps/Pm is not mutually beneficial. The gains from trade are sufficient, however, to compensate either the third or fourth quintile from a redistributive perspective.

Similarly, for white households, redistribution from the top 5 percent to other quintiles is unequal. Paradoxically, the income gains from the top 5 percent of black households (+106.4) are sufficient to compensate for the losses accruing to the black middle class in the fourth quintile (-39.4) with the improvement in Ps/Pm. However, a racial income disparity persists across the top 5 percent as the contribution of a rise in Ps/Pm to white households (276.7) is 160 percent higher than its contribution to black households (106.4).

In the sum, the service sector's terms of trade with manufacturing were not mutually beneficial between 1967 and 2003. The gains to the upper class have generally been insufficient to compensate those in the middle class and still allow the top 5 percent to come out ahead. The Ps/Pm terms of trade during the time have contributed to a distinct bifurcation between the haves and the have-nots. ■

TABLE 1: Gains (Losses) from Trade (service sector to manufacturing) and Potential Pareto Redistribution, 1967-2003

SHARE OF INCOME GOING TO:		
Top 5%	Fourth Quintile	Third Quintile
ALL		
113.0	-94.2	-33.8
WHITE		
276.7	-92.0	-217.6
BLACK		
106.4	-39.4	19.3

Source: R. Tribble, Jr., "Terms of Trade and Inequality," 2006.

HONING IN ON THE ECONOMICS OF HIGHER EDUCATION

Bridget Terry Long

*Academic Dean and Saris Professor of Education and Economics,
Harvard Graduate School of Education*



After her freshman year in high school, Bridget Terry Long and her family moved from Ohio to the Chicago suburbs for her father's job. Unlike many people who find a home near work, her dad took a different approach. He drew a 30-mile radius around his new job and asked locals, "Where are the best schools around here?" They bought a home in Naperville.

"Education," says Long, "was a driving force" in her family. Today, she is the Academic Dean and Saris Professor of Education and Economics at the Harvard Graduate School of Education. As an economist who specializes in the study of higher education, her work hones in on the transition from high school to college and the many factors that influence students' higher education outcomes.

"The larger, overarching question that's always been on my mind is whether higher education is a leveler, or does it exacerbate inequalities?" she said.

To her parents, who both went to college later in life, education "wasn't so much about having money, it was about having choice," she said. Long's parents grew up in the rural South in a segregated community, and she said her parents saw how education opens doors.

Today, though, the picture of higher education is increasingly complicated. Long's work uncovers the nuances of educational investments, and she has studied how rising tuition and access to financial aid affect student enrollment and graduation.

“
My work usually starts with: What does a 17-year-old know? And think? And see? And who do they talk to? A lot of that comes from just listening.
”

"On average, college still pays," she said, though perhaps not for everyone. "Whether an educational investment pays off, especially in the short term, is the interaction between where you go, what you study, and how much debt you take on."

However, much of Long's work focuses on whether students choose to enter the college pipeline in the first place. Some of her work falls into the realm of behavioral economics, which studies the social and psychological factors behind people's economic decisions, and the "nudges" that can help steer decisions.

In one of her most cited experiments, Long and fellow researchers showed how a simple intervention could open up opportunities for far more students. When tax preparers helped low-income families fill out intimidating student aid forms, 30 percent more high school seniors enrolled in college, and 20 percent more young adults who had already graduated from high school enrolled in college. And those who enrolled were 8 percentage points more likely than their peers in a control group to make it through at least two years of college. The impacts of the experiment were particularly large for families earning less than \$22,000 a year.

"It was very clear evidence that these barriers, which might seem minor, have huge effects on whether people enter the pipeline," she said. So, she wondered, "How can we break down some of these barriers so people aren't locked out?"

"My work usually starts with: What does a 17-year-old know? And think? And see? And who do they talk to?" she said. "A lot of that comes from just listening."

She's been listening to people, particularly those less fortunate than her, all her life, from the homework tutoring center she started in a low-income housing development as a college student to her work registering voters for the 1992 election and her summers as a child on a farm in rural Virginia. Today those diverse experiences inform her work.

She didn't always know economics would be her career path. But in her freshman year of college, her father convinced her to take an undergraduate economics course at Princeton. Reluctantly, she enrolled.

But it quickly clicked. It was the perfect combination of math and history. "I just thought, 'Oh my gosh. The world makes sense,'" she said. It was a way, she added, to "see the world in new and interesting ways, and reason through anything put in front of you."

Her passion and hard work have catapulted her to leadership in her field, and she became the first assistant professor in two decades to rise through the ranks and get tenure at the Harvard Graduate School of Education. Since then, she has testified multiple times before congressional committees on education issues, won numerous research grants from foundations across the country, and was appointed by President Obama to serve as member of the National Board for Education Sciences, the research arm

of the U.S. Department of Education, in 2010.

Her advice to future economists is to have no fear, ask questions early and often, and send out those journal articles. "People may question your intelligence, but just stay focused and do it anyway."

Above all, she says, embrace your own perspective.

"The people who are really successful are the ones who have insight that nobody else has, whether that be as a person of color or from a female perspective or someone who understands how things play out in a low-income school," Long said. "Those are the people who have much better research questions and better access to data. Those are the people who really push the field forward." ■

PROUST QUESTIONNAIRE

▶ **What's on your nightstand?**

Shonda Rhimes' new book, "Year of Yes." I'm looking for something to encourage me to still take risks. Also, "The Way of Boys." I have two boys, six and eight.

▶ **What is an ideal day?**

It starts with a nice strong cup of coffee that I actually get to drink, slowly. Then it's me focused on a problem where I get to run data and think and I'm not rushing because there's a deadline. The ideal day would also involve lunch and wine with an old friend where we could talk about life. At the end of the day, I'd sit on the floor and talk with my kids, talk about how their day was, and play LEGOs or other games.

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

Hypocrisy. Ego. Indifference.

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

Someone who puts effort toward continually learning and engaging. Someone who is nice even though they don't have to be. And someone who is a good listener.

▶ **What is your greatest extravagance?**

Travel.

▶ **What is your airport vice?**

Swedish Fish. That and ordering a glass of wine on the plane.

▶ **Mountain or beach vacation?**

Beach. Though I like them both, it just depends on how tired I am.

▶ **Maynard Keynes or Milton Friedman?**

I don't think I can go for Friedman. Years ago, I once had a mini-exchange with him about what might be the consequences of legalizing all drugs and whether the costs of the transition, which might include losing a generation of youth, were worth it. I wasn't sure the long-term benefits he described were worth the short-term costs.

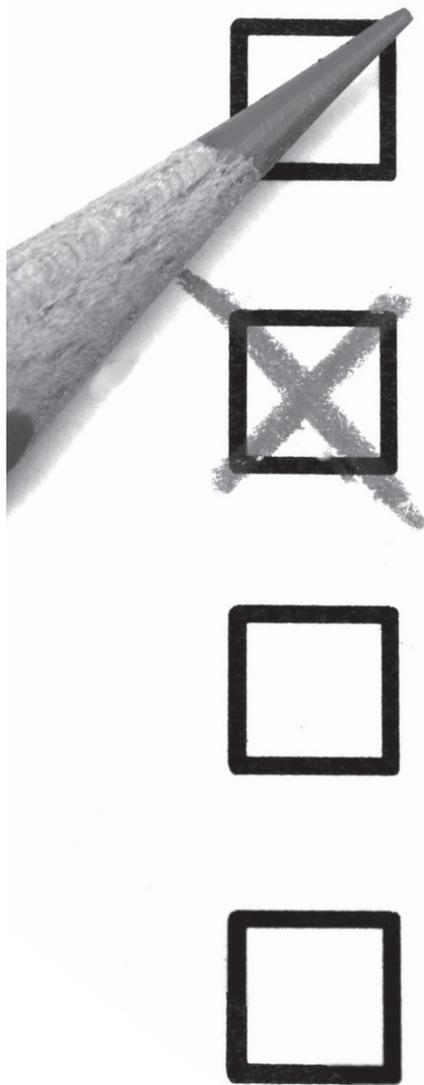
▶ **What's the hardest thing you've ever done?**

Have children. No question on that one.

AFFIRMATIVE ACTION POLICY INFLUENCES RACIAL IDENTITY

As affirmative action policies were eliminated, fewer multiracial individuals identified as Black

By Francisca Antman and Brian Duncan



Researchers and policymakers rely heavily on self-reported race as a means to define racial groups, measure gaps between them, and thus estimate racial progress. However, self-reported race, by its very definition, is a subjective measure of racial identity. Here we ask whether subjective racial identity, as measured by self-reported race, responds to economic incentives.

Individuals may choose to report in line with one or another identity, although factors such as outward appearance may naturally affect their capacity or willingness to identify with a particular group. For instance, multiracial individuals may find racial identity to be a more fluid concept than those from a single racial ancestry either because they have more than one racial identity from which to choose or because their outward appearance may allow them to identify with multiple groups.

We exploit state-level bans on the use of racial preferences in hiring, contracting, and admissions by state institutions, including colleges and universities, as a source of variation in economic incentives. The bans went into effect in seven states between 1996 and 2011.¹ Here we focus on the impact of banning affirmative action on the self-reported racial identity among college-aged youth with and without Black ancestry.

To do this, we use the 1990 census and 2010-11 waves of the American Community Survey (ACS) and focus on the relationship between an individual's self-reported race and his or her racial ancestry before and after affirmative action bans went into effect in states with and without bans. Based on the survey instructions, we view responses to the race question as subjective racial identity, that is, an individual's personal view of his or her racial identity. In contrast, we view responses to the ancestry question as objective indicators of an individual's racial lineage that we characterize as stemming from the individual having Black ancestors or not.

Figure 1 shows rates of Black identification of college-aged youth living in states that passed affirmative action bans. As the figure shows, very little changes in rates of racial identification during this period for those with no Black ancestry and those with only Black ancestry. However, there are significant declines in rates of Black racial self-identification for those with multiracial Black ancestry. The declines coincide with the timing of the state-specific ban on affirmative action.

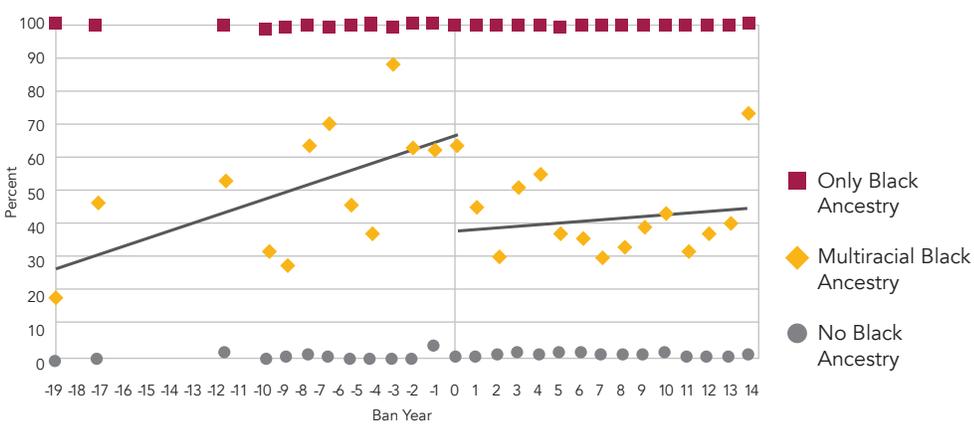
Table 1 adds states without bans to this sample and reports rates of racial identity for groups with and without Black ancestry. We focus on the double difference estimates,

given that they control for changes in factors that would be common to all groups, such as changes in the survey questionnaire that occurred during this period. These results show that, relative to non-ban states, rates of Black racial identification declined for those with multiracial Black ancestry in ban states after affirmative action bans went into effect. In contrast, we see no statistically significant changes in rates of Black racial identification for individuals with only Black ancestry or those with no Black ancestry.

Overall, the descriptive evidence is consistent with the view that affirmative action bans resulted in a decline in the perceived incentives to identify as a racial minority, at least for multiracial individuals who subsequently reduced their rates of Black identification. Further analysis suggests that among college-aged youths, those enrolled in college primarily drove these effects.² This further supports the hypothesis that, at least for some individuals, racial identification responds to economic incentives.

Although this analysis has focused on changes in affirmative action policy as a source of variation in economic incentives, results should not be interpreted as an indictment of affirmative action policies. Rather, these results should instead encourage researchers and policymakers to acknowledge that commonly used measures to describe demographic groups, such as self-reported race, are subjective and may themselves respond to a variety of policies and external forces. ■

FIGURE 1: Black Identification of College-Aged Youth in States That Passed Affirmative Action Bans among Individuals with and without Black Ancestry



Notes: The samples include U.S.-born individuals aged 18-25 living in California, Washington, Florida, Nebraska, and Michigan. Individuals with an allocated race or Hispanic origin are excluded. No Black ancestry, multiracial Black ancestry, and only Black ancestry are mutually exclusive and exhaustive categories. 1990 Census and 2010-11 ACS data.

TABLE 1: Percent of College-Aged Youth Identified as Black in 1990 and 2010-11 in States That Did and Did Not Ban Affirmative Action

NO BLACK ANCESTRY				
	1990	2010-11	Difference	Double Difference
Ban State	1.63 (.03)	2.95 (.06)	1.33*** (.06)	.10
Non-Ban State	2.01 (.02)	3.24 (.04)	1.23*** (.04)	(.07)
MULTIRACIAL BLACK ANCESTRY				
	1990	2010-11	Difference	Double Difference
Ban State	33.14 (1.45)	44.67 (1.12)	11.52*** (1.87)	-4.84**
Non-Ban State	45.52 (1.05)	61.88 (.77)	16.36*** (1.30)	(2.28)
ONLY BLACK ANCESTRY				
	1990	2010-11	Difference	Double Difference
Ban State	99.09 (.08)	99.27 (.10)	.18 (.12)	.14
Non-Ban State	99.29 (.03)	99.33 (.05)	.04 (.06)	(.14)

Notes: Standard errors are shown in parentheses. The samples include U.S.-born individuals in the indicated age range. Individuals with an allocated race or Hispanic origin are excluded. No Black ancestry, multiracial Black ancestry, and only Black ancestry are mutually exclusive and exhaustive categories. 1990 census and 2010-11 ACS data. Arizona and Texas are excluded from the sample. Statistically significant at **at 5% level; ***at 1% level.

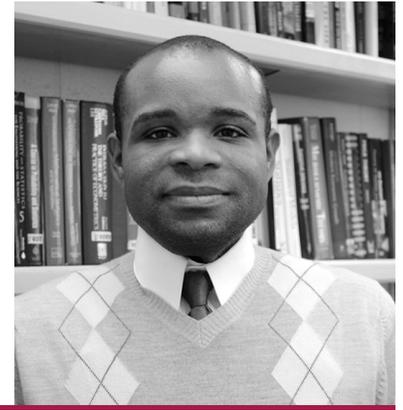
¹ Further details can be found in Francisca Antman and Brian Duncan, "Incentives to Identify: Racial Identity in the Age of Affirmative Action," *Review of Economics and Statistics*, 97(3)(2015): 710-13.

² Ibid.

AN ECONOMIST WHO PROFITS FROM THE PAST

Trevon Logan

*Hazel C. Youngberg Trustees Distinguished Professor,
Department of Economics, The Ohio State University*



Economic historian Trevon Logan has made his mark on a number of topics that don't sound like they belong in the same sentence: segregation, sports betting, sex markets.

As an economic historian, Logan studies and measures trends of the past, digging into a range of topics to understand how history has informed the present.

Recently, he measured how segregation levels have changed over time in rural areas of the United States. Academic literature is rife with narratives about urban segregation, but Logan suspected there was much to be illuminated when it came to rural history. Looking at neighborhood-level census data, he discovered that rural areas also became increasingly segregated from 1880 to 1940.

"The entire nation was becoming more segregated, and it wasn't confined to the South or to places where African-Americans were leaving," Logan says. "This is an important piece of American history."

Through all his varied academic pursuits, one thing comes first: genuine interest. After all, economic history is a field for the intellectually curious. Each question Logan poses aims to shed light on topics unknown or clouded by misleading conventional wisdom. The answers, while raising even more questions,

reveal how economic processes are shaped by long, complicated histories.

"Usually, if you consider a historical question, it begets another question," Logan says. "I'm sympathetic to wanting nice, short answers, but I have a preference for things that are a little messy because it allows history to shine through."

Despite his passion for the field, Logan likely would not have become an economic historian, or even an economist, had it not been for an African-American labor history course he took as an undergraduate at the University of Wisconsin, Madison. The class, taught by Herbert Hill, a former labor director for the NAACP, introduced him to the power of empirical research.

And today, at the root of all his work, are two empirical questions. What can we measure, and can we measure it accurately? "I'm always driven in economic history to find new facts," Logan said.

Logan grew up in a large middle-class black community in St. Paul, Minnesota, the youngest of three sons. He got an undergraduate degree in economics at Wisconsin, but before he launched into a master's program, he took a year off to work in the equipment finance division at Wells Fargo.

"In hindsight that's probably one of the best experiences I've had because it gave me a better perspective on graduate school itself," he says. At an impressionable age, taking time off to work gave Logan a chance to figure out what he was interested in, away from the pressures and biases of other academics. It helped him realize that grad school was, indeed, for him.

He would go on to get dual master's degrees in demography and economics at the University of California, Berkeley, where he also earned his Ph.D. He now teaches at Ohio State University and is a research associate for the National Bureau of Economic Research. He served as the youngest president of the National Economic Association (NEA) in 2014.

Logan's work has also taken him to the White House. At a meeting organized by Lisa Cook of the President's Council of Economic Advisers, Logan advised officials on measuring living standards for different households. Rural, over 65, or Latino households, for example, are likely to be more or less sensitive to changes in particular prices.

Logan credits strong mentors with helping him carve out his academic interests. Demographer Ronald Lee, his dissertation advisor, motivated Logan to ask the questions that interested him. Economist William Darity demonstrated how to be

a supportive mentor and create opportunities for other people.

It's a task Logan takes particularly seriously. "One thing that is immediately obvious is the relative isolation that racial and ethnic minorities can have in a graduate program," he said.

Time and again, Logan has seen economics lose bright students to other STEM fields, where they have more representation and programming tailored to their interests.

"One thing we don't talk enough about is the culture of the field and the ways attitudes and experiences in

the field can lead students to select out of it," he says. "Economic history is probably the least diverse field of economics, full stop."

As president of the NEA, which supports minorities in the profession, he worked to increase research experiences for students of color and women. Yet despite a general focus on diversifying the pipeline into economics, Logan has long been conscious of how obstacles persist throughout a person's career. Logan has watched many of his peers become stymied after receiving tenure, and he wanted to boost professional development opportunities. So during his tenure

at the NEA, he organized a research conference for mid-career economists from underrepresented groups.

In the end, Logan remains driven to keep asking those hard questions. Someone once told him that "there's absolutely no reason you should get involved in academic life unless you're passionate about what you're doing," and he's found the advice to hold true. Scholars spend a lot of time "looking for external validation of your questions"—whether through funding or publication—"but if you yourself don't care about the questions, those external awards aren't worth it," he says. ■

PROUST QUESTIONNAIRE

▶ **What's on your nightstand?**

An iPad, because every night before bed, I take a 10-minute lesson from a foreign language app. And although I do not wear a watch, I keep one on my nightstand. It was a gift from my nephew. I'm a historian so I need some old technology, I guess!

▶ **What is an ideal day?**

I like to wake up very early. I'd work out in the morning then lounge around for a bit, probably building a LEGO set while watching television. I'd meet some friends for brunch, go to a museum or the movies, and take a long nap. I'd play with my dog outside, then have a nice dinner with family and friends. And then I'd like to make my own brownies for dessert.

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

From his writing, Alain Locke, because he was someone who was struggling with a whole lot of theoretical issues that I don't think he ever fully worked out. He was an English professor talking about the "New Negro," and the ideas he had are some I have too.

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

Tardiness.

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

Discernment.

▶ **What is your greatest extravagance?**

One of two things: either my extraordinarily extensive LEGO collection—I have 125 sets or so—or my bag collection. But I use a backpack day to day.

▶ **What is your airport vice?**

Gum.

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

The heroine of one of my favorite books, Meg in "Belonging" by Deborah Kent. Meg is blind and being mainstreamed into high school.

▶ **Mountain or beach vacation?**

Beach.

▶ **Maynard Keynes or Milton Friedman?**

Milton Friedman.

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

I had to read the eulogy at the funeral of someone I was very close to.

ECONOMIC JOBS BEYOND ACADEMIA

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



INTER-AMERICAN DEVELOPMENT BANK

WASHINGTON, DC

The IDB provides development financing and technical support for countries in Latin America and the Caribbean and also conducts extensive research. A job at the IDB, says Andres Fernandez, a research economist in the IDB's Washington office, offers economists a window into global policymaking.

Fernandez's job combines different dimensions of economics. His work is broadly divided into two main tasks. The first is to conduct high-quality research on international macroeconomics, with an emphasis on Latin America. The work, he says, aims for top field journals and helps others analyze the main macroeconomic challenges the region faces. The second task, he says, is to provide support for "the macroeconomic sustainability analysis that accompanies the loans made by the IDB to countries in Latin America."

Fernandez first heard of the IDB during undergraduate classes. The IDB-produced papers he read then were by well-known researchers, which "gave the department some good recognition as a very good place for doing research in economics."

The work continues to be engaging, he says, in great measure because of the interaction with policymakers

in Latin America, who offer firsthand insights into the macroeconomic challenges countries face. That aspect of the job also "provides a fruitful environment for interesting research topics. And, in turn, such research can serve to better provide advice to policymakers."

This interaction of research and policy also offers unique and interesting challenges. Translating highly technical research into usable policy advice is always a challenge, he notes. Likewise, "it is a challenge to use the tools learned in a doctoral program in a way that serves the day-to-day activities of the Bank."

The IDB recruits people from all continents, and he encourages anyone interested in a position to look at the IDB's "Get Involved" site for further information on employment opportunities.

His advice for newly minted economists with a policy bent? Economists in international multilateral institutions like the IDB, the World Bank, and the International Monetary Fund, among others, are "a rewarding and very exciting career path option."



FACEBOOK

MENLO PARK, CALIFORNIA



Sean Chu is a data scientist at Facebook's Menlo Park offices. The job calls on him to use skills from various disciplines (including econometrics, statistics, computer science, statistical learning, and operations research) to solve practical, long-range business problems for the company.

"I focus on problems that require understanding the incentives and behavior of individuals, households, firms, and other actors," he says. "A key part of what I do involves using observational data and experiments to analyze counterfactual questions in a rigorous way. I also use my training to understand the role of equilibrium or feedback effects, dynamic decision-making, and the impact of uncertainty or asymmetric information."

In terms of areas spanned by the job, Chu highlights consumer behavior, pricing, social networks,

forecasting, auctions, and operations optimization, to name a few.

Chu finds working at Facebook very exciting and interesting because of the possibility of "interacting with people from various disciplines and learning a variety of complementary approaches, such as machine learning and statistical learning." At the same time, one of the most important challenges of the job is figuring out how to help define the objectives of the client teams.

His advice for newly minted economists interested in this type of employment? "Be open to picking up tools from other disciplines and incorporating them into what you do best as an economist. Learn a bit of the language of software engineers and computer scientists in order to understand how they think."

AMERICAN ENTERPRISE INSTITUTE

WASHINGTON, DC



For those with an ear to the ground for national policymaking, a job at the American Enterprise Institute, a DC think tank, combines the rigor of economics with the demands of reaching wider audiences. Stan Veuger, a resident scholar at AEI, conducts wide-ranging economic analyses and writes frequently for general audiences on economics, politics, and popular culture. For Veuger, one of the most exciting aspects of his work is "not being constrained to almost exclusively producing output in the '30 pages, 6 tables, and 3 figures' format that is effectively mandatory for assistant professors." His writing has appeared in the Los Angeles Times, The National Interest, The New York Times, USA Today, and US News & World Report, among others.

Veuger splits his time between academic research and work targeting policymakers and the general public. The precise mix varies with the news cycle and has included "broadcast media, congressional testimony, and opinion writing on a wide range of topics."

"I also enjoy the variety of experiences and perspectives that comes from interacting with colleagues from

nonecon backgrounds, policymakers, and reporters," he says. He is also the editor of AEI Economic Perspectives.

The job has its challenges, among them avoiding getting sidetracked. "The flip side of being rewarded professionally for a range of types of output," he says, "is that some of them can be more instantly rewarding than others, and the temptation to write a blog post about a TV show or do local talk radio is always there—but it is, of course, not always one that you should give in to."

His advice for newly minted economists interested in this type of job? Stay on top of politics.

"You obviously do not have to track Twitter continuously, but knowing the order of magnitude of U.S. GDP or the number of members of the House of Representatives is not superfluous," he says. "If you are a health economist, you should probably know what the central features of the Affordable Care Act are. If you are a trade economist, the same goes for the Trans-Pacific Partnership." ■



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: June 1-July 30

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

Deadline for application: January 31, 2017

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.

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 Ph.D. program in economics as well as new doctorates in economics. The program matches students with a mentor who sees the student through the critical junctures of their graduate program (including the transition from course work to research) or the early stages of their 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 each year 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 Ph.D. students in the program, with the goal of helping the student produce high-quality journal articles.

Deadlines for funding: March 1, August 15, October 1

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

ANNOUNCEMENTS



▶ CSMGEP's New Website

The AEA refreshed its website look and feel earlier this year, which means CSMGEP also has a new site. We made it easier to navigate and find new material, including the profiles of “economists to watch,” a listing of all the new minority job candidates (get added to the list!), helpful resources, a listserv, and more. Check it out here: <https://www.aeaweb.org/about-aea/committees/csmgpep>

▶ Scouting the Next Generation of Economic Talent

Each year, more than 10,000 high school students across the U.S. enter the prestigious National Economics Challenge, sponsored by the Council for Economic Education (CEE). Students are recognized for their knowledge of economic principles and their ability to apply critical-thinking skills to real-world events. And each year, CSMGEP and the CEE send a joint letter to economic departments across the country to encourage them to find and recruit these college-bound students. Who better to seed the next generation of economists, after all?

▶ Wiki Site (No Leaks)

The ever popular wiki site Diversifying Economic Quality (Div E.Q.) is devoted to evidence-based teaching practices that promote inclusivity and innovation in the field. Its goal is to improve teaching quality to better engage and retain minority students. Join in by reading, sharing insights, and contributing content. http://www.diversifyingecon.org/index.php/Main_Page. CSMGEP is a site sponsor. Follow on Twitter @Div_E_Q.

CSMGEP ACTIVITIES

▶ 2016 AEA | ASSA Meetings

CSMGEP, AEA, and ASSA sponsored the following sessions at the 2016 annual meeting of the American Economic Association.

NEW APPROACHES TO IMPROVING DIVERSITY IN ECONOMICS

Presiding: **Cecilia Elena Rouse**, Princeton University

Amanda Bayer, Swarthmore College—Diversifying Economics: Challenges and Opportunities

Claudia Goldin, Harvard University—Change Starts with UWE (Undergraduate Women in Economics)

Darrick Hamilton, The New School—The Role of Effective Mentoring in Enhancing a More Inclusive Economics Profession

Marie T. Mora, University of Texas Rio Grande Valley—Mentoring and Networking among Minority PhD Students to Broaden Participation in the Profession

Discussants: **David Laibson**, Harvard University; **Mahmoud El-Gamal**, Rice University; **Bridget Terry Long**, Harvard University

▶ AEA | CSMGEP DISSERTATION SESSION

Presiding: **Rucker C. Johnson**, University of California, Berkeley

Peter Quatermaine Blair, University of Pennsylvania—The Effects of Outside Options on Neighborhood Tipping Points

Angelica Meinhofer, Brown University—Are We Fighting the Right War? The Effect of Prescription Drug Supply-Side Interventions

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ANNOUNCEMENTS CONTINUED

Cristina Tello-Trillo, Yale University—The Impact of Trade on Managerial Incentives and Productivity

Discussant: **Rucker C. Johnson**, University of California, Berkeley

Elizabeth Rivera Rodas, Rutgers University—Which New Yorkers Vote with Their Wallets? New York City Teacher Quality, Housing Prices, and Residential and School Demographics

SOUTHERN ECONOMIC ASSOCIATION (SEA) MEETINGS

CSMGEP and CSWEP organized the following session at the Southern Economic Association (SEA) annual meetings in November 2016.

THE STATUS OF WOMEN AND MINORITIES IN THE ECONOMICS PROFESSION

Gary A. Hoover, University of Oklahoma

Ragan Petrie, George Mason University

AMERICAN SOCIETY OF HISPANIC ECONOMISTS (ASHE) MEETINGS

▶ ASHE Sessions at the AEA Meetings

HISPANIC HOUSEHOLD ECONOMIC DECISIONS

Determinants of Private Health Insurance Coverage among Mexican-American Women, 2010-2014

Richard Santos (University of New Mexico)

David van der Goes (University of New Mexico)

Understanding the Racial/Ethnic Gap in Bank Account Ownership among Older Adults

Luisa Blanco (Pepperdine University)

Emma Aguila (University of Southern California)

Marco Angrisani (University of Southern California)

How Children with Disabilities Affect Household Investment Decisions

Vicki Bogan (Cornell University)

Jose M. Fernandez (University of Louisville)

Consumption Smoothing and Frequency of Benefit Payments of Cash Transfer Programs

Emma Aguila (University of Southern California)

Arie Kapteyn (University of Southern California)

Francisco Perez-Acre (RAND Corporation)

Discussants

Andres Vargas (Purdue University)

Alfonso Flores-Lagunes (Syracuse University)

William A. Darity, Jr. (Duke University)

▶ ASHE Sessions at the Western Economic Association Meetings

DETERMINANTS OF WAGES

Gender Wage Gaps and Risky vs. Secure Employment: An Experimental Analysis

Ronald L. Oaxaca (University of Arizona, Tucson)

Seeun Jung (Inha University)

Chung Choe (Hanyang University)

Effects of Cognitive Skills on Wage Levels by Race and Ethnicity in the U.S.

Anita Alves Pena (Colorado State University)

Mexican Real Wages in the U.S. Economy

Rene Cabral (Tecnológico de Monterrey)

Andre Varella Mollick (University of Texas Rio Grande Valley)

Discussants

Alberto Dávila (University of Texas Rio Grande Valley)

Marie T. Mora (University of Texas Rio Grande Valley)

Luisa Blanco (Pepperdine University)

HOUSEHOLD SOCIOECONOMIC OUTCOMES

Workplace Flexibility in Home Production and the Search for Market Labor

Jose J. Lopez (University of Memphis)

Jennifer St. Clair (University of Memphis)

Household Structural Changes and Implications of Puerto Rican Migration

Marie T. Mora (University of Texas Rio Grande Valley)

Alberto Dávila (University of Texas Rio Grande Valley)

Havidan Rodriguez (University of Texas Rio Grande Valley)

Do Gender-Neutral Custody Laws Increase Divorce Rates?

Yang Chen (IMPAQ International, LLC)

Trevon D. Logan (Ohio State University)

Discussants

Andre Varella Mollick (University of Texas Rio Grande Valley)

Luisa Blanco (Pepperdine University)

Anita Alves Pena (Colorado State University)

▶ ASHE Sessions at the National Economic Association Meetings

Racial/Ethnic Differences in Self-Identification and Income Inequality

Alberto Dávila (University of Texas Rio Grande Valley)

Not Black-Alone: Obama and Racial Self-Identification among African-Americans

Patrick Mason (Florida State University)

How Race and Ethnicity Moderate the Impact of Income Inequality and Demographics

David J. Molina (University of North Texas)

Religious Workers and the Racial Earnings Gap

Fernando Lozano (Pomona College)

English-Language Proficiency, Earnings, and the Likelihood of Reporting a Disability

Alberto Dávila (University of Texas Rio Grande Valley)

Marie T. Mora (University of Texas Rio Grande Valley)

Discussants

Luisa Blanco (Pepperdine University)

Francisca Antman (University of Colorado, Boulder)

Mónica García-Pérez (St. Cloud State University)

Richard Santos (University of New Mexico)

continued on next page ▶

ANNOUNCEMENTS CONTINUED

▶ ASHE Sessions at the NEA Freedom and Justice Conference

Gender Disparities in the First Country with Negative Gender Wage Gap: An Empirical Investigation

José G. Caraballo (University of Puerto Rico at Cayey)

Informal Caregiving and the Labor Market Outcomes of Black and Latino Workers

Enrique A. Lopezlira (Grand Canyon University)

Race and Ethnic Generational Income Distribution Comparisons

David J. Molina (University of North Texas)

Variations in Returns to Naturalization by Country of Origin

Michael Coon (University of Tampa)

Miao Chi (Drew University)

Socioeconomic Outcomes of Recent Puerto Rican Migrants and Mexican Immigrants in Nontraditional Destinations on the U.S. Mainland

Alberto Dávila (University of Texas Rio Grande Valley)

Marie T. Mora (University of Texas Rio Grande Valley)

Havidán Rodríguez (University of Texas Rio Grande Valley)

The Effect of Minimum Wage on Immigrant and Minority Workers in a Local Economy

Mónica García Pérez (St. Cloud State University)

Revisiting Bergmann's Occupational Crowding Model

Michelle Holder (City University of New York)

Latino Entrepreneurs and Financing

Joseph M. Guzman (Michigan State University)

Resource Endowment, Commercial Interests, and Institutional Structure: Factors Denying Indigenous Rights, Equality, and Environmental Justice from the U.S. to West Papua

Moana Vercoe (TURN Institute)

▶ ASHE Sessions at the Texas A&M University Meetings

ECONOMIC ISSUES AFFECTING AFRICAN-AMERICAN AND HISPANIC COMMUNITIES

Estimating the Economic Impact of an EPA Nonattainment Designation for the San Antonio-New Braunfels MSA

Belinda Roman (St. Mary's University)

Are Remittances Helping Lower Poverty and Inequality Levels?

Diego Vacaflores (Texas State University)

Do Hispanic Economists Also Face a Color Line?

Sue Stockly (Eastern New Mexico University)

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)

ALLIED SOCIAL SCIENCES ASSOCIATION/ NATIONAL ECONOMIC ASSOCIATION (NEA) 2016

▶ **Joint NEA/AEA Panel Session: African Americans and Organized Labor**

Chair: **Bernard Anderson** (University of Pennsylvania)

Panelists

William Spriggs (AFL-CIO and Howard University)
Bernard Anderson (University of Pennsylvania)
James Stewart (Pennsylvania State University)
Cecilia Conrad (MacArthur Foundation and Pomona College)
Darrick Hamilton (The New School)

▶ **NEA Session: Development and Migration**

Chair: **Gregory N. Price** (Langston University)

Can Agricultural (Rural Sector) Development Address the High Rate of Unemployment in the Urban Sector? The Case of Sub-Sahara Africa
Juliet Elu (Morehouse College)
Bichaka Fayissa (Middle Tennessee State University)

Competing Productivity in South Africa
Miesha Williams (Morehouse College)

Communication and Coordination: Evidence from Natural and Artefactual Field Experiments in Senegal
Angelino Viceisza (Spelman College)
Tanguy Bernard (International Food and Research Institute)
Fo Kodjo Dzinyefa Aflagah (University of Maryland)

Terms of Trade and Inequality from the Perspective of Arthur Lewis
Romie Tribble, Jr. (Spelman College)

Personal Remittances, Official Development Assistance, and Human Development in Africa: An Empirical Analysis
Zealelem Yiheyis (Clark Atlanta University)
Kasahun Woldemariam (Spelman College)

Discussants

Jan Christopher (Delaware State University)
Linda Loubert (Morgan State University)
Bichaka Fayissa (Middle Tennessee State University)
Angelino Viceisza (Spelman College)
Romie Tribble (Spelman College)

▶ **NEA Session: Domestic and International Topics in Governance and Human/Health Capital**

Chair: **Emily Blank** (Howard University)

A Different World: Analyzing the Gap in Endowments, Graduation Rates, and Cohort Default Rates at Georgia HBCUs and PWCUs
Kristen E. Broady (Atlanta Metropolitan State College)

Do Postdoctoral Fellowships Increase the Likelihood of Tenure?
William A. Darity, Jr. (Duke University)
Rhonda Vonshay Sharpe (Bucknell University)
Omari H. Swinton (Howard University)

The Durable Goods Manufacturing Wage Premium, Detroit 2000-2013
Lisa Saunders (University of Massachusetts, Amherst)

AIDS and Development: An Inquiry into Their Economic Channels
Theophile T. Azomahou (United Nations University and Maastricht University)

Corruption and Public Human Capital Investments in Developing Countries
Mercy Laita Palamuleni (Gustavus Adolphus College)

Discussants

Pamela Queen (Morgan State University)
Phani Wunnava (Middlebury College)
Sharri Byron (Drew University)
Guy Numa (University of Massachusetts, Boston)

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▶ NEA Session: The Impacts and Intersections of Full Employment Policy on Race, Class, and the Environment

Chair: **Mathew Forstater** (University of Missouri, Kansas City)

Poverty and Unemployment in Minority Communities: Causes, Consequences, and Public Policy

Michael J. Murray (Bemidji State University)

Mathew Forstater (University of Missouri, Kansas City)

Unemployment and Social Justice in the Long Term

Edward J. Nell (The New School)

Market Structures, Macroeconomic Regimes, and Income Distribution: The Role of Employment Guarantee Programs to Improve Equity

Daniel Kostzer (The World Bank)

Goal-Oriented Taxation: A Brief Discussion of the Living-Space Tax

Scott L.B. McConnell (Eastern Oregon University)

The Job Guarantee: A Superior Buffer Stock Option for Government Price Stabilization

William Mitchell (University of Newcastle)

Discussants

Alan Aja (Brooklyn College CUNY)

Daniel Bustillo (Columbia University)

William A. Darity, Jr. (Duke University)

Darrick Hamilton (The New School)

▶ NEA Session: Issues in African Development

Chair: **Bichaka Fayissa** (Middle Tennessee State University)

Are Bilateral and Multilateral Aid for Trade Complementary? Accounts from Africa

Bedassa Tadasse (University of Minnesota, Duluth)

Elias Shukralla (Qatar University)

Do Public-Private Infrastructural Investments Promote Long-Run Economic Growth? Evidence from African Countries

Christian Nsiah (Baldwin Wallace University)

Bichaka Fayissa (Middle Tennessee State University)

The Effects of Aid on Foreign Direct Investments in Africa and Other Regions

Tony Addison (UNU-WIDER)

Mina Balamoune-Lutz (University of North Florida)

Anatomy of Ethiopia's International Trade: 1991-2013

Adugna Lemi (University of Massachusetts, Boston)

Returns to Controlling a Neglected Tropical Disease: Schistosomiasis Control Program and Education Outcomes in Nigeria

Francis Makamu (Oklahoma State University)

Discussants

Gbadebo Odularu (Forum for Agricultural Research in Africa)

Bamidele Adekunle (University of Guelph and Ryerson University)

Collins Akoko Ayoo (Carleton University)

► **NEA Session: Policy Interventions and Educational Outcomes**

Chair: **Ronald Oaxaca** (University of Arizona)

Coordinated Admissions Program

Rodney Andrews (University of Texas at Dallas)

Match or Mismatch? The Role of College Readiness, High School Peers, and Application Uncertainty on College Application Behavior

Sandra E. Black (University of Texas at Austin)

Kalena E. Cortes (Texas A&M University)

Jane Arnold Lincove (Tulane University)

Is the Best Interest of the Child Best for Children? Educational Attainment and Child Custody Assignment

Trevon Logan (Ohio State University)

Yang Chen (IMPAQ International)

Education Environment Context Switching and Its Effects on Performance and Instructor Evaluation

Salvador Contreras (University of Texas Rio Grande Valley)

Discussants

Marie Mora (University of Texas Rio Grande Valley)

Lisa Cook (Michigan State University)

Mark Lopez (Pew Research Center)

Omari H. Swinton (Howard University)

► **Joint NEA/ASHE Session: Racial-Ethnic Differences in Self-Identification and Income Inequality**

Chair: **Alberto Dávila** (University of Texas Rio Grande Valley)

Not Black-Alone: Obama and Racial Self-Identification among African Americans

Patrick L. Mason (Florida State University)

How Race and Ethnicity Moderate the Impact of Income Inequality and Demographics

David J. Molina (University of North Texas)

Religious Workers and the Racial Earnings Gap

Fernando Lozano (Pomona College)

English-Language Proficiency, Earnings, and the Likelihood of Reporting a Disability

Alberto Dávila (University of Texas Rio Grande Valley)

Marie T. Mora (University of Texas Rio Grande Valley)

Discussants

Luisa Blanco (Pepperdine University)

Francisca Antman (University of Colorado, Boulder)

Mónica García Pérez (St. Cloud State University)

Richard Santos (University of New Mexico)

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▶ NEA Session: Topics in Stratification Economics

Chair: **Darrick Hamilton** (The New School)

The Federal Legal Services Program Influence on Riots and Voter Turnout in the 1960s

Jamein P. Cunningham (Portland State University)

The Impact of the Great Recession and the American Recovery and Reinvestment Act of 2009 (ARRA) on the Occupational Segregation of Black Men

Michelle Holder (John Jay College of Criminal Justice, CUNY)

Intergroup Inequality in Israel

Wifag Adnan (Zayed University)

Does the EITC Buffer against Neighborhood Transition? Evidence from Washington, DC

LaTanya Brown-Robertson (Bowie State University)

Marcus Casey (University of Illinois, Chicago)

Bradley Hardy (American University)

Daniel Muhammad (District of Columbia government)

Discussants

Lisa Cook (Michigan State University)

Charles Betsy (Howard University)

Darrick Hamilton (The New School)

Trevon Logan (Ohio State University)

▶ Joint URPE/NEA Session on Wealth Disparity

Chair: **Sue K. Stockly** (Eastern New Mexico University)

Twice as Hard for Half as Much: Wealth Privilege and the Racial Wealth Gap

Bob Williams (Guilford College)

Relative Economic (Im)mobility: Revisiting the Intergenerational Drag Hypothesis

Cruz Caridad Bueno (Siena College)

Darrick Hamilton (The New School)

William Darity, Jr. (Duke University)

Native American Tribal Government's Role in Fostering Asset Accumulation

Randall Akee (UCLA)

Sue Stockly (Eastern New Mexico University)

Financial Literacy and Wealth among Hispanics

Josephine Cruz Lugovskyy (Northwest Missouri State University)

Mary J. Lopez (Occidental College)

Discussants

Rhonda Vonshay Sharpe (Bucknell University)

Marie T. Mora (University of Texas Rio Grande Valley)

Gary A. Hoover (University of Oklahoma)

Ejindu Ume (Miami University)

► NEA-ASHE Third Annual Conference

New Arrangements in Black Families and Households

Nina Banks (Bucknell University)

Cecilia Conrad (MacArthur Foundation)

Rhonda Sharpe (Bucknell University)

Explaining the 40 Year Old Wage Differential:

Race and Gender in the USA

Karl David Boulware (Wesleyan University)

Jamein P. Cunningham (Portland State University)

*Informal Caregiving and the Labor Market Outcomes
of Black and Latino Workers*

Enrique A. Lopezlira (Grand Canyon University)

*Racial and Ethnic Income Inequality and Mobility from
2000 to 2014: Evidence from Matched IRS-Census
Bureau Data*

Randall Akee (UCLA)

Maggie Jones (U.S. Census Bureau)

Sonya R. Porter (U.S. Census Bureau)

*Race and Ethnic Generational Income Distribution
Comparisons*

David J. Molina (University of North Texas)

*A Proper Measure of Poverty: Multidimensional
Measures Shed Light on Minority Poverty*

Andrea R. Walters (Claremont Graduate University)

*The Longitudinal Effects of Inequality on the Political
Participation of Young Persons of Color*

Olugbenga Ajilore (University of Toledo)

*Variations in Returns to Naturalization by Country
of Origin*

Michael Coon (University of Tampa)

Miao Chi (Drew University)

*Has International Migration Reduced Income
Inequality among CARICOM Countries?*

Marcy Jagdeo (Howard University)

*Socioeconomic Outcomes of Recent Puerto Rican
Migrants and Mexican Immigrants in Nontraditional
Destinations on the U.S. Mainland*

Alberto Dávila (University of Texas Rio Grande Valley)

Robert C. Vackar (University of Texas Rio Grande
Valley)

Marie T. Mora (University of Texas Rio Grande Valley)

Havidán Rodríguez (University of Texas Rio Grande
Valley)

*The Effect of Minimum Wage on Immigrant and
Minority Workers in a Local Economy*

Mónica García-Pérez (St. Cloud State University)

Historical Origins of Persistent Inequality in Nigeria

Belinda Archibong (Barnard College)

*The Great Recession and Racial Inequality: Evidence
from Measures of Economic Well-Being*

Thomas Masterson (Bard College)

*The Performance and Survivability of Minority-Owned
Banks in Times of Financial Stress*

Maude Toussaint-Comeau (Federal Reserve Bank of
Chicago)

Robin Newberger (Federal Reserve Bank of Chicago)

Latino Entrepreneurs and Financing

Joseph M. Guzman (Michigan State University)

*Circles of Influence: A Comparison of Student Loan
Default Rates across HBCUs and NCAA Division I
Universities*

Jan Christopher (Delaware State University)

*Resource Endowment, Commercial Interests, and
Institutional Structure: Factors Denying Indigenous
Rights, Equality, and Environmental Justice from the
U.S. to West Papua*

Moana Vercoe (TURN Institute)

*Can I Get a Good Education in the City? Comparative
Analysis of CPS and Other Illinois School Districts and
the Closing of 49 Chicago Public Schools*

Lakitquana Leal (Howard University)

Infant Mortality and Male Incarceration

Keoka Grayson (Hobart and William Smith Colleges)

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